ILEA gets in on the Saatchi & Saatchi act

The Inner London Education Authority is following in the footsteps of the Tory Party and GLC, and has got itself an advertising agency to help in the fight against the Government's rate capping plans. Abbott, Mead, Vickers/SMS Ltd – other clients include British Caledonian and Smiths Crisps – have won the £65 t,000 account.

The agency's staff are rapidly being blooded in the realities of local government politics. Last week one of them attended an ILEA education committee meeting and began to sweat when he saw that the Labour group appeared to be losing one debate. He leant over to a senior group member in a state of panic. "Don't worry" he was told. "Just keep remembering one thing. There are 40 of us and 13 of them."

The agency does at least have its first slogan. It is "Education Cuts Never Heal" and was donated for no fee by Frances Morrell, ILEA's leader.

Mrs Morrell, who has enjoyed considerable success in the past year, in persuading Sir Keith Joseph not to abolish the ILEA, takes on an even harder task next week when she tries to persuade Labour Party Conference to vote her on to the national executive. Although she is popular in the women's sections and consituency parties, insiders say that her chances of getting the all important and largely right-wing trade union block vote are not all that good.

She will be on at least one platform next week though. Mrs Morrell will be among the cast of a late-night feminist review in Blackpool. I can exclusively preview one of the sketches from this. Called "Shoulder To Shoulder", it shows a Labour caucus meeting in a gents toilets which is routed by women. This is, in fact, based on a real-life incident concerning prominent local government stalwarts, but male loyalty prevents me telling any more.

Sir Keith does his homework

Sir Keith Joseph is nothing if not thorough. I hear that before making his decision on the 16 plus he took home a set of O level papers and spent a long, long evening meticulously working through them. What I have not yet discovered is whether he decided to abolish O level because he found the papers too easy . . . or too hard.

No happy-ever-afters for Disney

"Is it possible to see an orange grove?" I asked my guide in Florida. "Yes, we do have a citrus attraction," she replied.

Florida thrives on attractions, permanently upturned mouths and pavlovian goodwill articulated in "Have a good day" or "Have a nice night" if you so much as catch the native's eye. The latter, said with gusto by bell boys when one walks by at midnight with a female colleague, is a sure way of producing blushes; though you can go red with anger rather than embarrassment when asked if you come from London, England or London Ontario, or when someone tells you that they loved visiting England, especially France.

America seems to veer between depressing reality, with a new television programme for the under-fives instructing them how to tell the difference between sweets and hard drugs, and extremes of fantasy, with mud from the Southfork ranch in Dallas currently being sold off at three dollars per square inch.

I opted for the fantasy side, taking up an invitation for *The TES* to visit Walt Disney World in Florida – no jokes, please, about going from one Mickey Mouse outfit to another. Not that one should scoff too much at the little rodent. Every child in the western world has heard of M Mouse, though

Disney World: panic beneath the jollity.

until last Christmas he hadn't actually been in a film for 30 years.

He and his girlfriend Minnie (Disney executives are a bit vague about this, but I gather he has still not popped the question) and their various friends attract 23 million visitors a year to Disney World, including more than 300 terminally ill children who apparently request to come. But it is the adults who seem to prefer the make-believe, outnumbering the kids by four to one.

And there's no denying that the supremely high quality mixture of fantasies both futuristic and nostalgic in the 28,000-acre Vacation Kingdom delights even the most hardened cynics.

What most of the visitors do not know is that beneath the exuberantly happy facade, the top Disney staff are quietly panicking. This month saw the "resignation" of the organization's president, who was also the son-in-law of Walt (I am not being over facetious, one is instructed to refer to everyone, even the late Himself, by first name). The film studio has had no real success and few box office successes since *Mary Poppins* and *Jungle Book* in the mid-1960s. The organization is gloomily aware that it should be making the Star Wars films. And every American city pages are beginning to reverberate to talk of take-overs and the break-up of the empire.

This is a development that is certainly not in the Disney script of pure pleasure and fun. The 19,000 employees in Disney World are referred to as cast, are signed on at a casting studio and wear costumes, not uniforms. And indeed, they are pretty effective actors. They exude gallons of friendliness, clean living and clear looks. They don't have much choice in the mind.

In the organization's insistence on the all-American look, facial hair is dyed hair and streaked hair are all banned. One suspects that shows of temper or depression do not go down too well either. (One employee did confide to me, thought, that once the visitors had gone home Disney World with 19,000 fit, young and healthy "funsters" thrown together, was the "greatest dating ground in America").

The Disney organization is about to announce the opening of a Walt Disney World in Europe, though it hasn't yet decided on a location. "We need a very willing labour force," one PR official said.

"Would Britain be suitable?" I asked him that – the teacher unions apart – I couldn't think offhand of a trade union that would instruct its members to smile all day and keep their hair short and tidy. But, I'd let him know.

Blowing a Raspberry at the Brits

To my surprise, I discovered that a piece of educational news from Britain had become a talking point in the States. It was the survey by the Assistant Masters and Mistresses Association of aggression and bad behaviour among infant children.

It seems to have given the Americans a wry pleasure that for once the stories of school violence were coming from the other side of the Atlantic.

Note the thinly disguised relish by *Washington Post* writer William Raspberry in his nationally syndicated column. He writes: "We've grown used to such outlandish behaviour in America, where too many teachers are ill-prepared and too many parents are neglecting their children in their pursuit of the dollar. But the picture we've held of English schools is of smiling Little Lord Fauntleroys filling the air with their polite 'Yes, ma'ams.' Well, not in England, the children are as damned good."

Peter Smith of AMMA acutely concluded at the time that "these are a large number of disturbed children in our primary schools." But use of these nuances do get lost in translation.

David Lister

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

Mrs Jessica Alexeiev, deputy head of Herbert Morrison primary school, to be head of Crown Lane primary school, south London.

Mr Iain Griffiths, deputy head of Allen Edwards primary school, to be head of Caldecot primary school, south London.

Mr Andrew Hicks to be head of Christ Church primary school, Streatham. He was formerly deputy head.

Mrs Jill Verwycken, acting head of Balham nursery school, to be head of Eastwood nursery school, Roehampton.

Geoffrey Mussard, head of Devons primary school, has been appointed head of St Mary's (Church of England) primary school, Balham.

UNIVERSITY APPOINTMENTS

Dr Iain Bridge has been appointed Overseas Student Liaison Officer at UMIST.

Mr Stuart Bosworth, register of Salford University, to be chairman of the Conference of University Administrators in succession to Mr M Higgins.

ADMINISTRATIVE APPOINTMENTS

Ms Beverley Jones to be Chief Enforcement Officer for the Equal Opportunities Commission for Northern Ireland.

Jean Bulwinkle to be deputy drama director of the Arts Council, and **Paul Barnard** to be assistant drama director.

CONFERENCES...

October 13–14
British Association for Early Childhood Education AGM and conference at the Civic Centre, Lampton Road, Hounslow, Middlesex. Speakers on Sunday are Mrs Sue Griffin on "Parents in Playgroups", and Mrs Audrey Curtis on "Summary of Research on the Effect of Schooling on 4-year-olds". Details from BAECE, Montgomery Hall, Kennington Oval, London SE11. Please enclose a stamped addressed envelope.

October 26
The Design and Operation of Master's Degrees in Education Management and Administration a workshop conference to bring together institutions of higher education providing masters' courses in the management and administration of education and teachers, lecturers and l.e.a.s interested in applying for them. It will take place at Sheffield City Polytechnic under the chairmanship of Leonard Watson, head of the department of education management. The £25 fee includes pre-course material and the course report. Details from the Department of Education Management, Sheffield City Polytechnic, 36 Collegiate Crescent, Sheffield S10 2BP.

EVENTS...

October 2
An evening seminar with Jim Trelease, author of *The Read Aloud Handbook*, at Book House, 45 East Hill, London SW18, on the importance of reading to children from an early age. There will be an opportunity for questions and discussion and an exhibition of recommended titles. The doors open at 4.30 pm and Jim Trelease will speak at 5 pm. Admission is free, but places limited and those wishing to attend should first contact Caroline Phillips at the National Book League 01-870 9055.

October 16, 17, 23, 24
The Royal Institution Lecture for fourth-forms will be given by Professor D Phillips on the subject of *Lasers* at 5.30 pm. Details from the Lectures Secretary, The Royal Institution, 231 Albermarle Street, London W1X 4BS.

October 18–23
An exhibition of books and other library materials from India, Pakistan and Bangladesh organized by the Nottinghamshire Leisure Services Department in the Auditorium of the Nottingham Central Library. There will be about 3,000 adult and children's books, as well as sound recordings, costume and cookery demonstrations, dance music and story-telling sessions. Details from Mr R Jabbal or Mr J Boyd at Nottingham Central Library.

British Museum
Details of sessions for teachers and students during 1984–85 are now available. On October 17 and 18 two single-day sessions for teachers will introduce a new range of teacher and pupil materials on the archaeology of the Old Testament world. On November 14 and 15 there will be sessions for fifth-formers on Greeks and Persians, and on October 9, 16 and November 7 and 8 on Greek and Roman Women. Full details of these and other sessions from British Museum Education Service, British Museum, Great Russell Street, London WC1B 3DG.

SERVICES...

Activities for unemployed groups
The University of London Department of Extra-Mural Studies has a policy of providing special facilities for unemployed groups in conjunction with other adult educational providers and with the TUC. They include free courses at TUC centres, free specialist single-session meetings for groups on the range of subjects and Department covers, reduced fees for courses with central registration, and a counselling and careers service. Anyone unemployed who wishes to take part in adult education activities is invited to write with details of the subjects he or she wishes to undertake, name, address and telephone number to The Information Officer, University of London, Department of Extra-Mural Studies, 26 Russell Square, London WC1B 5DQ.

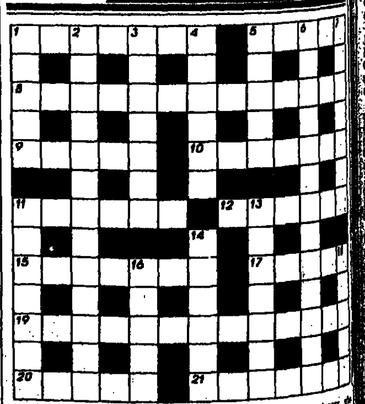
The National Portrait Gallery's Education Department organizes study sessions for pupils aged 7–16. They are devised to help teachers and pupils to concentrate on a particular aspect of the gallery's collection and to supplement the school's own teaching programme. Each session lasts about 1½ hours and comprises an introductory talk, individual study of portraits, guided by worksheets, gallery staff and teachers and a final discussion. Details from the Education Department, National Portrait Gallery, St Martin's Place, London WC2H 0HE.

INFORMATION

Frank Huggett has been commissioned to write a book, Teachers, which will consist of in-depth interviews with teachers from all types of schools. Any teachers who would be willing to talk frankly about their experiences in the classroom, in the staffroom and in their out-of-school time should contact him at Flat E, 40 Shepherds Hill, London N6. Interviews will be published under fictitious names and anonymity assured.

Compiled by Mary Cruikshank

No 171 CROSSWORD by Rufus



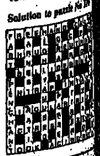
Across

1 Stop the chorus (7)
5 Some vestige of sanctity? (5)
8 Certainly confident (7,1,5)
9 Stories with a twist? (5)
10 One more metamorphosis on earth (7)
11 Hold up means I'm deep in trouble (6)
12 Make sharp attack upon Reformed Church (6)
15 Walk between the plants (7)
17 Put us in charge of the watch (5)
19 An extra to-do when force is misplaced (3,2,2,5)
20 Start to penetrate (5)
21 Match for a football player (7)

Down

1 A rough dowry that's arranged (5)
2 It's tense, but what's ahead couldn't be better (6,7)
3 Woken in so rude a fashion (7)
4 Fair returns? (3,3)
5 Took a ride round the Wild West show (5)
6 Comedian's repertoire is one that's really ridiculous (8,5)
7 Toe Eric broke may be set (7)
13 A functionary of starts off with a pudding (7)
14 Feeling love is like (7)
16 Going with some hesitation to make a bid (5)
18 Die duck – or die? (5)

Solution to puzzle no 170



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Tories mount private probe into role of HMI reports

by Mike Durham

Local Conservative Party leaders have begun a private inquiry into the value and purpose of published HMI reports, especially the controversial annual surveys of the effects of Government spending policies on educational provision.

The move, which has the approval of Mr Bob Dunn, education junior minister, follows months of privately-expressed discontent among Tory education chairmen at the publication of frequently critical HMI reports.

The Conservative chairmen – particularly in authorities which have been loyal to Government spending policies – are upset at being urged to spend less on education by one arm of government, and at the same time being taken to task by HMI Inspectorate for not spending enough.

Many feel that the link Inspectors claim to find between spending and the quality of education is exaggerated.

Mr Les Lawrence, a Birmingham councillor who is chairman of the Conservative Party's National Advisory Committee on Education (NACE) – a body to which both Sir Keith Joseph, the Education Secretary, and Mr Dunn belong – has written to Conservative education chairmen or spokesmen in all 104 l.e.a.s in England and Wales to ask for their views.

Mr Lawrence told *The TES* the survey asked how the chairmen or opposition leaders in l.e.a.s felt about comments in HMI reports, and how they were used by Labour opposition members in Conservative-run l.e.a.s. "It follows on from concern expressed within authorities about the things HMI says, which by the nature of the surveys they do is generalized.

"People are questioning the criteria by which HMI make the statements they do. It is not a criticism of HMI *per se*. It's a question of criteria."

Mr Lawrence said the survey was being undertaken "on behalf of Bob Dunn" although he added that it had never been formally discussed at a NACE meeting.

The idea came about in the course of "general conversation" between Conservative education advisers and Mr Dunn, Mr Stuart Sexton, a political adviser at the DES, is understood to have the initiative and was also "part of the parcel to the discussion".

More than half the Conservative l.e.a. leaders have now replied, and the survey should be completed by the end of the month. Mr Lawrence said the tone so far was "more critical of the HMIs' criteria than any specific complaints".

He declined to say how the survey would be used or whether it would lead to pressure for any changes in the role or function of the Inspectorate.

Many leading Conservative chairmen told *The TES* they had not received Mr Lawrence's letter, although most voiced strong criticisms of the Inspectorate's approach.

Mr Philip Merridale (Hampshire), Mr Brian Sams (Bexley), Dr David Muffet (Hereford and Worcester) and Mr Paul Clokie (Kingston) all denied knowledge of the letter.

But Mr Sams said: "My view is that HMI reports are a complete and utter waste of time. They are manipulated by local authority politicians for their own purposes.

"I don't believe HMI can make judgments about the effects of financial policies on education authorities. They would have to be much more scientific and technical than they are."

Dr Muffet described HM Inspectors as "callow and inexperienced", Mr Clokie alleged: "One wonders whether either the civil servants, or indeed ministers, or both are perhaps using the HMI to go out and generate a public attitude on education provision.

"They are open to manipulation by either side and at the end of the day they turn out to be quasi-political reports."

A spokesman for Mr Dunn denied that the minister had officially commissioned the survey.

"It came up in conversation. Mr Dunn merely wondered if there were many authorities which had expressed strong displeasure at the HMI surveys". The spokesman said Mr Lawrence had then decided to carry out the survey.

Mrs Josie Farrington, Labour education spokesman of the Conservative-controlled Association of County Councils, said: "Sir Keith Joseph cannot at one and the same time complain about the standards of the education service and ignore the advice he is given by HMI about inadequacies".

Mrs Farrington said she would be seeking an assurance from Sir Keith that the HMI reports would remain independent and available to the public.

Mr Eric Bolton, Senior Chief Inspector in the DES, declined to comment on the survey.

Sir Keith in row over fate of vouchers

by David Lister

Sir Keith Joseph, the Education Secretary, and Sir Alfred Sherman, an informal adviser to Mrs Thatcher, the Prime Minister, were at loggerheads this week over allegations about the Department of Education civil servants.

Sir Alfred, a former director of the right-wing Centre for Policy Studies, which Sir Keith founded, last week accused DES civil servants of blocking the educational voucher scheme and investigation into political bias in schools.

Sir Alfred said: "The DES has a small number of thoroughly unscrupulous senior officials who are prepared to lie and cheat to get their way."

This week, in a sharply worded letter to Sir Alfred, Sir Keith wrote: "I find it hard to believe that, if your remarks have been reported accurately, you have any evidence whatsoever to support them.

"Officials behaved impeccably throughout the long study of voucher possibilities. . . . It is, as I know that you will agree, ministers who are responsible for decisions and should take the blame or praise for them".

First in the queue: a youngster takes his turn at an NUM-run canteen at Easington, County Durham, providing miners and their families with free lunchtime meals five days a week. Photo Report page 14.

FE takeover: TUC may now quit Commission

by Mark Jackson

Government haste to give the Manpower Services Commission control of part of work-related further education may put its future in jeopardy.

There is now a real risk that the TUC may pull out of the body. Mr Bill Keys, the senior union representative on the Commission, told *The TES* this week: "For the first time I am having to consider seriously the possibility of our being forced to withdraw our participation."

Growing union opposition to the further education takeover has been brought to a head by the conviction that the commissioners have been tricked into ordering their officials to implement the Government's programme.

The affair has triggered a reappraisal of the TUC's attitude towards Government training policies as a whole by the general council. Last week it spent more time discussing this issue than the coal dispute.

Mr Keys says that until now he has felt able to fight off demands for withdrawal from the MSC: "But now it is coming to the crunch. The commissioners are being treated as a tool of this Government's policies and I doubt whether I will be able to hold my colleagues back even if I want to."

Mr Wilson Longden, the education service representative on the commission, will join with Mr Keys in calling for the withdrawal of authorization to officials to implement the programme if no formal direction is issued by the Government. Mr Longden says that if the Employment Secretary's letter telling the Commission what decisions they should make is not a direction "then it is insolent".

But it seems likely the Government will issue a formal direction to preempt such a move, which would wreck the officials tight timetable for implementation. Mr Longden has warned the further education bodies that the Government cut of £65m of college money from next year's rate support grant is much bigger than it seems. The grant covers the financial year ending in April 1986, so the savings will all have to come out of the first two terms of the education year, the equivalent of a cut over the whole year of £110m.

Mr Giles Radice, the shadow education secretary, has been meeting commissioners and local authority leaders during the week. He says the deception of the commissioners raises a serious constitutional issue.

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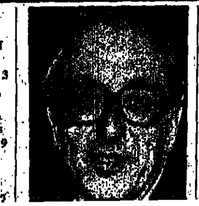

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For want of a Green Paper . . .

The somewhat sterile debate about when a directive is, or is not, a directive, ultimatum or instruction (page 1) has lent the current phase of the Training for Jobs debacle Alice-in-Wonderland overtones which are in danger of obscuring the issues beneath.

Depending on where you stand, the argument over the exact nature of the Employment Secretary's letter to the Manpower Services Commissioners last month could be an irrelevance impeding the swift, efficient and inevitable implementation of the MSC's takeover of a quarter of work-related non-advanced further education: the gravest constitutional crisis ever to face the MSC; or a useful delaying device that may allow time for the arrival of the cavalry – or at any rate save a few political faces. As is only to be expected, it is a bit of all three.

Any averagely-cynical student of government would interpret Mr Tom King's carefully-worded letter as an attempt to avoid the dictatorial odium of an explicit directive, coupled with a coded message to his own officials to present it as sufficiently close to that to cut short the cackle.

The thrusting Mr Geoffrey Holland, clearly anxious to get on with his job as director of the MSC, evidently did not fudge quite effectively enough. Not only did he give the Commission's local authority opponents a semantic opening to prolong the argument, but he seems to be at the receiving end of charges of manipulation from the constitutionalists among the Commissioners – and other interested parties.

The most public standard-bearer amongst these parties has been Mr John Pearman, vice-chairman of the Association of Metropolitan Authorities' education committee, who opportunely seized upon signs of official ambiguity to renew demands for a rethink of the whole take-over exercise, or at least a re-run of the Commission meeting which took the decision to go ahead in the light of the King letter.

So far as the AMA is concerned, any delay buys time, offers the chance to fight another day, and perhaps a face-saving excuse to bring back into line members like Walsall, (as we reported last week) the first to break the local authorities' united front and decide to parley with the enemy.

Nor will a little procrastination be unappealing to the Association of County Councils, which remains officially lined up with the AMA in its refusal to cooperate in any way with the takeover, but has not had a great deal to say publicly of late on the issue. It may be that the county councils have already tacitly thrown in the towel, and there are certainly some – notably in the south-west – already on the brink of MSC negotiations.

But the ACC also numbers amongst its members some of the most implacable opponents to this breach of the principle of local authority education funding. It has to preserve a diplomatic balance between these opposing viewpoints, and delays help preserve the front of opposition as long as feasible.

The constitutional bandwaggon now looks like being kept rolling by Opposition spokesmen Giles Radice and Barry Sheerman, as well as by Bill Keys, leading TUC representative on the Commission, who persuaded the TUC General Council last week to spend rather more time on discussing the directive issue than it did on the miners. Leaving aside the obvious point that it must have been a good deal easier to achieve unity on NAFE than on Mr Scargill, if this does lead to a reappraisal of the TUC's membership of the Commission and cooperation on training policies, it could indeed be a crossroads for the MSC.

This particular bandwaggon was, however, launched by the arch-constitutionalist, Mr Wilson Longden, who does not allow his strong political support for the Government to stop him protesting his inalienable rights to independence and accountability as a Commissioner, and who still firmly intends to reopen the issue at the next meeting of the Commission at the end of the month (Profile, page 9).

Even if he succeeds, the realistic scenario from then on is that the instruction will turn out to be a directive, and that the MSC will then have the full legal go-ahead for implementation. Given the deductions from the RSG already signalled, l.e.a.s are now getting closer to the deadline when they will either have to negotiate with the MSC to replace that funding, or sacrifice the ex their own young people depend on.

The last ditch must come in Febru most budget meetings take place, bu backwards from there in the budgeti and the cycle of MSC meetings, there be a matter of weeks for proper consulta the local authority associations after a directive on October 24, and that would to be followed by an equally brief period talks with individual l.e.a.s and colleges

It is hardly surprising that the MSC l.e.a.s and colleges) are keen to press this stage now and that the united front ragged by the day. There can be few now who believe that the White Paper be workable without full l.e.a. support Green Paper would not have been a far way of tackling the necessary reform curriculum and financing. But David Y not a Green Paper sort of man, he was by his successful shock tactics with TV perhaps overlooked that the opposite principle was less attractive a hare than arrangements.

Now, like all men in a hurry, he has to the next challenge, and his successor chairman is going to have to pick up some messy pieces. It will be interesting to see a diplomat or a sledgehammer is judged appropriate choice, or whether an appoi will be deferred until the dust has settled

COMMENT

No way to raise standards

The HMI curriculum discussion paper on English (page 5) represents the first major attempt to reconcile the old, enabling, grassroots style of curriculum development with the brave new world of national aims, objectives and criteria, imposed from the top down. And it has to be said that the result is a pretty fair mess.

The Inspectors should not altogether be blamed for this. Their intentions are impeccable – to broaden the range and objectives of English teaching, raise standards, and reduce the great disparity between practice in different British schools.

The sections on aims and principles of English teaching, once again, and rightly, stress the Bullock Report's messages about how language competence develops, and how teachers can promote it – not by giving children isolated practice exercises in different skills, but by starting with what students want to say or write, and helping them do it better and more effectively.

One can well understand the Inspectorate's exasperation when they visit school after school, and find that the Bullock messages, including the vital messages about the importance of oral work, group work and discussion, have not got through to English departments, in spite of a spate of reports and discussion papers trying to disseminate them. And one should not underestimate the pressure Inspectors are under to take a tougher stance.

But the new document cannot be judged by its intentions, or by the pressures which have inspired it. The important question is whether it will lead to higher standards, and to more of the broad and effective style of English teaching the Inspectors have been promoting over recent years.

Here, inexorably, one comes to the section on detailed objectives – 33 of them for seven-year-olds, 56 for 11-year-olds, and 58 for 16-year-olds. They are what is new in the document and what parents, governors, politicians, newspaper editors and even teachers will focus on – however much the Inspectorate pleads for the paper to be read as a whole.

They are an astonishing mixture of the obvious, the trivial, the meaningless and the barmy. Many are of no instrumental help at all: what is the point of prescribing that 7-year-olds "should maintain listening attention for a reasonable length of time when their interest is engaged"? Must we really set out to teach children that "word order determines meaning"?

It is not contradictory, but neither is it helpful to say that teaching grammar, spelling and punctuation in isolation from children's own speech, reading and writing has proved remarkably ineffective – and then say, in a way that will be taken as prescriptive even if it is not intended to be – that all 11-year-olds should know the rules of spelling, the difference between vowels and consonants, the functions and names of the main parts of speech and so on.

It is particularly unhelpful when the Inspectorate sees the broadening of the primary curriculum to include more history, drama, craft, science and so on as an urgent priority. Now, above all in primaries, they should be hammering the language across the curriculum message, not focussing people's attention on narrow aspects of competence or somewhat esoteric ideas about the use of "eye contact, facial expression, pause, tempo and intonation."

There is now enough experience (and disillusion) with this kind of objectives approach to curriculum development in the United States and Canada to say with some confidence that the detailed description of distinctive communication skills will lead to attempts to teach them directly, not "organically", as HM Inspectors would wish. It will have no visible effects on standards.

But it is, perhaps, useful that the objectives approach has now been set out in a way most teachers can see and assess. This is a discussion document, and should not simply be greeted with "gesture and movement in association with the voice," and then ignored.

What is needed is a cogent and constructive debate as to how the Inspectorate's very proper notions of a broad English curriculum and effective teaching methods can be disseminated to many more teachers and schools, and standards raised. There must be a way of doing it without getting bogged down in a sterile, self-defeating, Transatlantic-style obsession with detailed objectives.

Mr Lawson and jobs

The irony of Mr Nigel Lawson's latest ruminations on unemployment and how to reduce it will not be lost on young people. They have been told repeatedly in recent years that their unemployment is the result of the failure of the education system. Everyone knows, of course, that this is nonsense, but scapegoats are always in demand, and the best people to blame for youth unemployment (after the young people themselves) are the teachers. Now Mr Lawson has found a new set of scapegoats. He has lighted upon another weak and vulnerable group – the lowest paid. They, it seems, are responsible for their own unemployment. Ministers love to tell people they have "priced themselves out of the market". The real area of potential growth for employment, Mr Lawson says, is in "no-tech" or "low-tech" jobs – the jobs with lowest skill content (once called unskilled, if you remember), which chaps like Mr David Young have till now been constantly telling us are going to disappear.

It is all very perplexing. Here's Sir Keith Joseph beavering away to jack up basic education standards and give as many people as possible expectations of a higher order. And there's Mr Lawson demanding more jobs at the bottom of the heap, which make the smallest demands on talent or training. More to the point, there now seems every prospect of legal changes to knock away some of the props which put a floor under such low wages as are now paid.

Somewhere along the line the rhetoric is getting snarled up. Of course, it is good to raise educational standards – not because education can guarantee anyone a job, but because education is really about self-fulfilment and extending the range of options, including job options. Of course, too, unemployment will be unnecessarily high – and society will find a lot of jobs are not being filled – if there are unrealistic assumptions about earning. Self-employed people who charge too much for their services go out of business, so why shouldn't the same principle apply to wage earners who generate less wealth than they expect to draw in pay?

But there is no dodging the paradox: you cannot give people more education, more autonomy, without also making them more choosey and less willing to put their pride (and their brains) in their pocket when offered one of Mr Lawson's bread-line jobs.

Sir Keith v. Sir Alfred

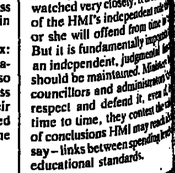
Sir Keith Joseph, like the loyal departmental minister he is, has wasted no time in coming to the defence of his senior officials, attacked last week by Sir Alfred Sherman, the former director of the Centre for Policy Studies.

His letter to Sir Alfred ... categorically rejects ... that they obstructed ... introduce vouchers by ... and with it he forwarded a ... written parliamentary answer ... showed that he, Sir Keith, ... intellectually convinced by ... dence that in practical terms ... was not a runner. As Sir Alf ... remarks were reported on the ... page of *The TES*, Sir Keith ... copied to us and deserves to be ... noted.

This may not, however, be ... of the matter: Sir Alfred spoke ... imminent publication by the ... pamphlet called *The Insidious ... Office*, where these accusations ... be repeated. Traditionally ... vants have to suffer in silence ... on their ministers to defend them ... this might not apply if blanket ... against nameless senior officials ... transparent defamatory attacks ... or two exposed individuals.

Sir Keith is right to come ... The attacks on his staff are ... him and his competence as ... of State. This week there are ... (page 1) of an attempt to ... attack on the independence ... Inspectorate. This is potentially ... tremely damaging and needs ... watched very closely. It is of the ... of the HMI's independent role ... or she will offend from time ... an independent, judgmental ... should be maintained. Minister ... councillors and administrators ... respect and defend it, even ... time to time, they contest the ... of conclusions HMI may reach ... say – links between spending ... educational standards.

DOONESBURY ON COMMITTEES



"Property believed to be worth £100 was stolen from classroom ... Melthan CE School. Missing ... Teletone cassette recorder, seven ... tles of spirits and £30 cash." *From the September 20 issue ... "Huddersfield Examiner"*

Hampshire drops 199 jobs to compensate for pay award

by Richard Garner

Hampshire – the home county of the leader of the Burnham management panel – has axed nearly 200 teaching posts as a result of this year's 5.1 per cent arbitration award.

The move comes at time of increasing tension between teacher unions and local authorities – and as industrial action over this year's pay award continues in many areas.

The decision by Conservative-controlled Hampshire County Council, whose education committee chairman is Mr Philip Merridale, has provoked a bitter response from opposition parties and teachers.

Hampshire, which has a teaching force of 16,000, is to lose 165 teachers and 34 college lecturers.

The county budgeted for a 3 per cent pay rise for teachers this year. It left vacancies unfilled and refused to renew some of its fixed-term contracts during the summer pending the arbitration finding. As the award exceeds the figure budgeted for, the posts will remain unfilled, despite a warning from the county's education officer that class sizes will grow.

The 5,000-strong Hampshire branch of the National Union of Teachers has reacted to the announcement by summoning a special delegates' meeting next Monday – at which there will be a call for "no cover" action.

Dr Alan Leech, NUT county secretary, said there was an acute danger that the size of primary reception classes would increase.

Liberal/SDP Alliance members on the county council called for £1.2m to be taken out of the contingency reserve fund to fill the teaching posts. However, Mr Merridale said that some money reserve had already been used to help meet the pay award.

Meanwhile, it was also revealed this week that hundreds of teachers may not receive the back-pay from this year's award until Christmas. West Glamorgan has told its teachers that staff shortages are to blame.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, warned that there would be an "appropriate response" from teachers if the back-pay was held up.

However, fears that a similar situation would occur in the Isle of Wight appear to have been allayed after the authority promised that it would try its utmost to ensure the payments were made this month.

Mr Peter Matthews, president of the NAS/UWT, said teachers in many parts of the country had still not returned the goodwill they withdrew during the summer – and were banning lunchtime supervision and boycotting parents' evenings.

In Bexley's Howbury Grange school, where the headteacher, Mr Ian Mitchell Lambert, provoked an NAS/UWT strike by deciding not to send children home during the dispute, a ban on out-of-hours activities is continuing.

In the Inner London Education Authority, where Labour leaders have launched a series of initiatives to improve the curriculum and combat sexism and racism, the London NAS/UWT executive has placed a complete ban on all management-directed meetings outside school hours until a deal on compensation, such as time-off-in lieu, can be reached.

A statement from the executive added "The capital's teachers are now in no doubt that a proper break at lunchtime, spent out of school, is not merely less stressful, and more civilized and relaxing, but also provides an opportunity for them to charge their batteries for the afternoon session.

"The removal of unreasonable after-school burdens benefitted not only teacher morale but also teacher performance in the classroom."

The EOC has upset home economics teachers with publicity material like that above. Hilary Wilce reports

Tempers simmer over equality ad.

Home economics teachers are up in arms over an Equal Opportunities Commission advertisement which they claim denigrates their subject and falsely represents it as an easy option.

The advertisement carries the headline, "Will her choice of subjects cook her goose", beneath a picture of a girl wearing a cook's apron and carrying a mixing bowl. It says that although there are many good jobs in science and engineering, too many girls still choose traditional "girls' subjects" at school.

"It may be an easy, comfortable choice. But it's liable to be cold comfort in the search for the more satisfying and rewarding job", the advertisement says.

Ms Maureen Greaves, home economics adviser for Enfield, who along with Ms Pat Melhuish, home economics adviser for Haringey, has written to the EOC to complain, said it was wrong to promote one subject by denigrating another. "I'm as much for equal opportunities as anyone else, but you're not going to help girls by knocking traditional subjects", he said.

Ms Melhuish said the implication was that there were no rewards to be had from studying home economics, which was quite wrong.

In their letter of complaint they also say that maths and sciences are rarely timetabled against home economics in schools.

The EOC, which admitted this week that many home economics teachers had complained about the advertisement, defended it as a thought-provoking part of its Women Into Science and Engineering campaign.

Ms Lynda Carr, head of education, also said that that two years ago, when the EOC had sent out suggested guidelines for good practice in home economics to all local authorities, not one response had been received from advisers and teachers.

Letters, page 19

Appraisal schemes deadlock remains

Talks between teachers' leaders and the DES have failed to break the impasse over moves to introduce pilot teacher appraisal schemes in two local education authorities.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, whose union initiated Monday's meeting over the plans, said he could see no reason to lift the decision to boycott local talks in Birmingham and Suffolk.

Representatives of five teachers' organizations met Mr Ian Langtry, who is in charge of the teachers' branch at the DES, to discuss the initiative on Monday.

The National Union of Teachers, which was represented by Mr Doug McAvoy, deputy general secretary, and Mr Alan Evans, the head of its education department, said the issue would have to be discussed by its national executive – but in the meantime there could be no local agreement on such a scheme.

Mr David Hart, general secretary of the National Association of Head Teachers, said his members locally were prepared to enter into discussions without prior commitment. However, Mr Smithies said that if there was no agreement with the teachers' unions the initiatives could not get off the ground.

The union's worry is over a lack of consultation over the initiative – news of which was disclosed to them during August by the DES – and the fact that any local agreement could preempt discussions in the salary structure working party on teacher assessment.

The DES – while acknowledging that some of the issues to be discussed in Suffolk and Birmingham would be similar to those raised in the structure discussions – said there were differences.

In his letter announcing the initiatives to the teachers' union, Mr Langtry spoke of hopes that they could be planned before next April – when they would become eligible for cash support under the education support grant programme for l.e.a.s.

Prospect of tax on books rouses wide opposition

by Biddy Passmore and Bert Lodge

Publishers, booksellers and authors will launch an all-out campaign when Parliament resumes next month to stop the Government imposing VAT on books.

Reports that Mr Nigel Lawson, the Chancellor, might impose the 15 per cent tax on books, newspapers and periodicals gained ground after he extended it to cover building alterations and hot take-away food in March. Now the National Book League has written to educational organizations alerting them to the threat.

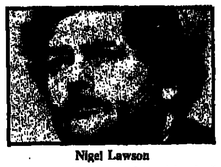
Heads of the country's top independent schools were quick to react when the letter was read out at the Headmasters' Conference at Sussex University last week.

In a rare break with tradition, they suspended their programme of talks and discussion to pass unanimously a resolution deploring the reported intention of the Government.

Mr John Thorn, headmaster of Winchester College and a former HMC chairman, said the prospect was "unbelievably horrifying".

"By adding VAT to what some would regard as necessities the Chancellor is signalling what the Government's values are.

"We in the teaching profession fight for the book against more trashy stuff", Mr Thorn declared. "We fight to get children to read good books."



Nigel Lawson

Treasury sources indicated this week that the publishers' and headmasters' concern was premature. Mr Lawson was still busy sorting out next year's public spending levels and had not yet started to consider the tax changes he will make in his Budget next spring.

But publishers believe that feasibility studies of the various options are already underway. It is certainly true that extending the coverage of VAT – other possible candidates would be tea, coffee and biscuits and bus and rail fares – would be in line with the Chancellor's desire to move further from direct to indirect taxation.

Revenue from a tax on books would start at a modest £85m although, if newspapers and periodicals were included, the sum would rise to £375m.

Mr Martyn Goff, director of the National Book League, said this week that a 15 per cent increase in price leads to a 15 per cent drop in demand. That leads to a drop in the print run and a further hike in prices".

Any attempt to distinguish between educational and non-educational books for VAT would be an administrative nightmare, Mr Goff added, citing the example of the novels of Graham Greene, which appear on A level syllabuses.

Britain is one of only two EEC countries – the other is Ireland – which do not levy VAT on books. The rate at which it is levied varies enormously, from as low as 2 per cent to 27 per cent on pornography in France.

● There was nothing wrong with good examinations for the right people at the right time, Miss Sheila Browne, until last year HM senior chief inspector, told the HMC meeting. "Profiling can be useful, yes, but keep examinations."

At the same time, Miss Browne, now principal of Newnham College, Cambridge, was critical of what some examinations amounted to. "There's a nonsense value in the take-home value of some our qualifications. I blush at what some grade As at A level can't do."

She gave a warning against the teaching profession striving too hard to identify with what was going on in the contemporary world.

"Teachers may spend so much time finding out about what is happening outside that they lose confidence in what school can do and lose their own skills and ability."

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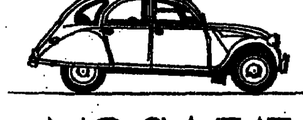

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PLATFORM

Training does not always maximize a teacher's potential

More than a matter of opinion

Teaching is held in lower stock than most other professons with the general public believing that it knows as much about it as do its practitioners. Ken Reid argues that the position will only change if education takes on the status of a discipline with a sound body of facts and theory from which to draw so that teachers can become all round educationists.

Most people, irrespective of status or ability, think they know a great deal about education. Or as Disraeli once said: "Education, however indispensible in a cultivated age, produces nothing on the side of genius. Where education ends, genius often begins."

If, for example, a doctor tells Joe Public he has glandular fever, he tends to accept it. Unless he is very foolish, or is in possession of specialist information not available to the GP, Joe Public is unlikely to respond by informing the doctor that he is wrong and, in fact, is suffering from gout, chicken pox or a chest infection.

Likewise, he is unlikely to question the doctor too strongly either on the evidence, for his diagnosis, or the origin, type and strength of the drugs.

Unfortunately, the same analogy cannot be applied to education, especially teacher education. The simple fact is that most people think they know a great deal about education and teaching and are likely to wax loud and long on the subject given half a chance.

I believe that this situation could be improved if teachers and teacher educators acquired a thorough grounding in educational theory which should be in addition to any subject specialities they possess. Looked at from this perspective, merely to transfer the weight of initial training from an antiquated pedagogical base to a so-called enlightened practical school-focused approach, as is currently fashionable, is no answer. The result is that many teachers and teacher educators are forced into situations where they react to, rather than initiate, policy in the manner of lambs, ewes and sheep.

Education and schooling have undoubtedly fallen in popular esteem and Joe Public is not slow to express his dissatisfaction. There are several reasons for this. For a start comprehensive education is unpopular with certain sections of society. For example, mixed ability teaching, thematic approaches, group work, de-streaming, CSEs, social studies, humanities, perceived declining disciplinary and moral standards, large schools, lack of school uniforms, absenteeism, teachers' attitudes and so on all have their critics as epitomized in the Black Papers on education.

Similarly, he will argue that primary education is not all it used to be. After all, according to populist gossip, infants spend far too long on play and insufficient time on pre-reading and early reading schemes, number and language. The unions are blamed for changing teaching from a profession into a job with all this implies – fewer duties and extra-curricular activities.

So, if you listen to Joe Public, standards are falling all the time and in specific areas this may well be true, despite the dearth of acceptable or definitive evidence. Certainly, a considerable proportion of children leave school with very little idea of how to think, write, read or calculate.

In addition to this publicly-expressed dissatisfaction, education is under attack from within as well as outside the profession. Go into many staffrooms, there are plenty of detractors, few defenders. Why? One of the main reasons is that it is nigh impossible at present to provide perfect schooling and – even when everyone pulls together to their maximum potential – to show results which are acceptable to all parents, administrators, employers, colleagues and the pupils themselves.

Clearly, there will be debate where findings are controversial. But as with any social science research such a situation is healthy. At the same time, both teachers and teacher educators should have a conceptual framework against which to assess controversial findings and their relevance in the classroom.

Generally, it is this kind of base which, sadly, is not being provided for the profession today. Everybody thinks they know what constitutes good teaching but finds it extremely difficult to offer solid proof to back even rational arguments. Experienced researchers, for example, cannot agree on what makes for good teaching; while studies into teaching effectiveness are in their infancy.

For these reasons, the average teacher's opinions of the profession tends to be no more valued than anybody else's. If you disbelieve the point, just try telling a parent that his child is slow, difficult and idle, lacking ability, a waste of space, a [illegible] and [illegible] and see what happens.

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GPs and dentists [illegible] specialised study is not questioned.

What eventually transpires, then, is that the Postgraduate Certificate in Education (PGCE) courses in turn out competent subject specialists with little or no pedagogical nous whereas the BEd course trains entrants with similarly little instruction over a much longer period.

It is interesting and ironic that programmes of training have been found to have achieved their aims though according to HM Inspectorate one in four new teachers are deficient.

What neither route achieves is training of competent educators, people with the all-round professional knowledge and competence which compare favourably with their professional counterparts in medicine or law.

Why is this? Maybe the quality of training is at fault, or the blame for both. Either way, few teachers would regard themselves as experts on children, psychology, philosophy, history, sociology (all applied to education), teaching, classroom management, language, reading and number – let alone anything else. But they should. And should not be an ideal but a reality. In fact, many teachers are better qualified than a lot of people realize but the kind of training they receive does not always maximize their potential.

And the story does not end there. The two forms of teacher training have more in common. Both are equally unable to evaluate objectively the long-term effectiveness of their efforts, owing to the absence of longitudinal data bases. Being conservative we can be sure of is that more BEd and PGCE courses are compared the cheap and may not do as much damage to children as some people might fear.

Fundamentally, there has been little experimentation with alternative teacher training models. Hence the given the current trends towards school-focused and school-based forms of teacher education, begun (a long overdue), it appears increasingly unlikely that future entrants will achieve the requisite depth of psychological training needed if they are to seek to become gifted all-round professionals.

Whether these developments retard or promote the professional status of teachers and education as a discipline is a moot point at present. The early signs suggest that the current leadership is more likely to be found than intellectual leadership. If so, fewer and fewer people will have the means or the ability to argue with Joe Public from a secure knowledge base about and on educational issues.

Explicitly, there have been systematic attempts to follow up initial training with imaginative school-based support and regular in-service courses at the appropriate stages of teacher readiness. The end product will be that education will slip further and further down the intellectual slope towards anecdotal and opinion-ridden mesh which already engulfs and grates it.

Ken Reid is reader in education at Glamorgan Institute of Higher Education.

NEWS

Bring back grammar, say Inspectors

A detailed document on English teaching is expected to provoke wide debate. Susannah Kirkman reports

Far-reaching and controversial implications for the teaching of English in schools are contained in a report from HM Inspectors published this week by the Department of Education and Science.

English from 5–16 seems certain to arouse considerable debate because of its prescriptive, detailed list of objectives for pupils, which lay heavy emphasis on learning grammar, although the paper's aims are also drawn from the Bullock report, and Assessment of Performance Unit reports on language performance in schools.

The report is the first paper in a new series of curriculum discussions to be issued by the Inspectorate.

Sir Keith Joseph, the Education Secretary, has welcomed the paper as another step towards achieving the agreement on national curriculum objectives outlined in his speech at the North of England conference in January. Sir Keith considers English a key subject in the school curriculum.

The new report says that 16-year-old pupils should know the functions and names of all the main parts of speech, as well as be able to distinguish between sentence, clause and phrase in what they read or write. Eleven-year-olds should understand the terms "subject" and "object", and the differences between tenses.

But grammar should be taught so that pupils can apply it in a "useful way" to their own writing, the report emphasizes. It condemns arid grammar exercises and says that children need to know how language works so that they can understand their mistakes and how to put them right. The rejection of traditional parsing exercises has meant that "many pupils are taught nothing at all about how language works as a system", and so find it difficult to improve their writing.

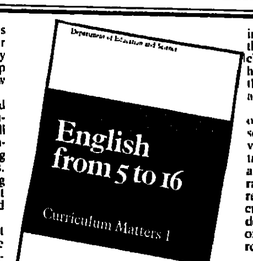
As many of today's English teachers have never been taught grammar themselves, it seems likely that they will need in-service training to help them meet the demands of the new curriculum proposals.

Punctuation and spelling also need more attention, says the report. Seven-year-olds should know how to use full stops and capital letters, while eleven-year-olds should understand spelling rules and know how to use paragraphs. But, like grammar exercises, spelling tests and punctuation exercises are out unless they "relate to an identified need".

Communication skills are important too, according to the inspectors. These should range from, for seven-year-olds, using gesture and movement as part of effective communication, to 16-year-olds being able to use eye contact, facial expressions, gesture and stance to respond to other speakers.

Sixteen-year-olds should also be aware of the appropriate social "register" of language to use in a wide range of situations, and must be able to speak standard English when necessary. Yet the dialects and accents of a child's home background must not be "criticized, belittled or proscribed". Pupils must simply know how to modify their own accents if it is difficult to understand them.

The "preparation for working life" so popular with Sir Keith is also represented in the objectives for 16-year-old pupils. They include making and taking telephone calls, writing job applications and composing a curriculum vitae. Study skills such as note-taking and knowing how to consult reference books should start earlier, at 11.



All children should be encouraged to read for pleasure, says the report. Schools should foster the reading habit by allowing time for private reading and providing a suitable range of books. As well as fiction, pupils' reading should include reading for information, such as newspapers, documents, official forms and timetables.

If children do not achieve a basic level of literacy by seven, they may fall behind in other subjects and find it increasingly difficult to catch up, say the Inspectors. "It is often the case that children of normal intelligence who have reading difficulties at the end of the primary phase are seriously underachieving at 16."

Drama is another essential feature of language teaching in primary and secondary schools. Role-play, improvization and writing scripts are important ways of enriching pupils' language and increasing their confidence. Separate drama departments should closely relate their work to the English curriculum. If there is no specialist drama department, drama work should be part of the English programme, insists the report.

All 16-year-olds should have "experienced" shakespeare: not necessarily as an O level set text, but at the theatre or cinema or during drama lessons.

The report also encourages media studies as part of the English curriculum. Sixteen-year-olds should be aware of bias in newspaper and television reporting and advertising. They should be able to recognize specious arguments and "loaded" language. Theatre, films, television and radio should all play a part in teaching pupils to judge the quality of what they see and hear, and to recognize the way entertainment achieves its effects.

The Inspectorate's advice on assessment in English draws heavily on the tests developed for the APU language programme. Impression-marking is the best way of assessing writing as it looks for the quality of the whole communication rather than at individual skills or mistakes.

"It is all too easy to notice obvious errors such as spelling mistakes, and fail to notice that the sentence in which they occur in otherwise successful in conveying thought in apt vocabulary and well-handled syntax." Teachers should bear in mind the content, organization and appropriateness and style of a script, as well as its grammar, punctuation and spelling.

If pupils making recurring mistakes, "general instructions such as 'improve your punctuation' are useless", the report says. Instead, teachers should identify their pupils' difficulties and show children how to overcome them.

Local authorities, teachers and other interested association and individuals have until the end of the year to reply to the paper.

English From 5–16 Curriculum Matters 1, an HMI series. Price £1.50, from HMSO or from booksellers.

● Poetry in schools suffers from being badly taught or not taught at all, says a School Council report entitled *Not "Daffodils" Again! Teaching Poetry 9–13*, published today.

It claims that teachers receive little support to give them confidence in teaching poetry; few books are available on the subject and many teachers see it as an ordeal because they are used to a curriculum based on the acquisition of "Knowledge" and "skills". In the Bullock Report, poetry was dismissed in 12 paragraphs.

The report is based on the work of teachers from eight schools in Nottinghamshire and Derbyshire.

Not a "Daffodils" Again! Teaching Poetry 9–13 edited by Kenyon Calthrop and Janet Eale. Published by and available from Longman Resources Unit, 33–35 Tanner Row, York YO1 1JP. Price £3.95.

Specialization questioned

Biddy Passmore

The prospect of less specialized degree courses, the inevitable consequence of a broader sixth-form curriculum, was welcomed yesterday by Sir Peter Swinnerton-Dyer, chairman of the University Grants Committee.

In a speech which may well arouse controversy in the universities, Sir Peter said it was questionable whether the present narrow and highly academic courses were the right ones even for the brightest students.

There were two reasons why they were bound to change: the broadening of the sixth-form curriculum, for which Sir Keith Joseph, the Education Secretary, was pressing, and pressure from potential employers for graduates with a wider intellectual base on which they could build.

He was giving a lecture organized by PA Technology, a group of management consultants, in London.

The Education Secretary's proposals for broadening sixth form study – AS levels did not go very far, Sir Peter said, but none of his predecessors had had the courage to attack the problem at all.

Reforming sixth-form education may prove to be like ski-jumping, he remarked. "The first step requires a considerable effort of will, but subsequent progress may be almost inevitable." In the long run, he hoped all school-children would continue to study both some of the sciences and some of the humanities until they left school.

If sixth-form education became broader, degree courses would have to start from a lower base, he said. But he ruled out longer degree courses to make up for it.

Scenes outside PNL last term

NF student faces picket

by Karen Gold

Students at the Polytechnic of North London were planning a large peaceful demonstration when Mr Patrick Harrington, National Front student organizer, was due to attend his first third-year philosophy lecture today.

Lecturers have appealed to the students not to breach the High Court injunction obtained by Mr Harrington last term to give him unhindered access to the polytechnic.

The lecturers' appeal to students comes after the decision in the High Court last week that they did not have to identify photographs of students picketing Mr Harrington's entry to the polytechnic last May.

Mr Justice Kennedy refused to uphold the order obtained by Mr Harrington that the 13 lecturers should look at pictures taken of the pickets to see if they could indentify anyone.

The Judge said that to sustain the order to name the students was more likely to provoke tension than harmony in the polytechnic, since the protests had now died down. Nevertheless he warned that if there was more trouble at the polytechnic, staff could be brought back to look at the photographs – *THES*

£40m rise for colleges

By John O'Leary

Ministers have agreed provisionally to a £40m increase in the Government's support for polytechnics and colleges for 1985–86.

Such a rise would exceed current official estimates of inflation. Although this year's expenditure White Paper will not be published until next month, decisions have been taken on the size of the advanced further education pool in order to let the National Advisory Body proceed with planning the next academic year.

The board will be told to expect a "quantum" of £620m, an increase of 6.8 per cent. However, the extra money will be largely swallowed up by an expected increase of 7,000 students in polytechnics and colleges, a rise of more than 3 per cent. It is intended to be a standstill budget.

However, some think that it will actually represent a further small cut. Dr Ray Rickett, director of Middlesex Polytechnic and a member of the board, said: "The only way NAB can maintain the promise it made to preserve standards in its strategy paper is to say that the quantum should be increased by at least 8 per cent."

Even before the total was known, argument had begun on the way in which the pool should be allocated as a result of proposals by Her Majesty's Inspectorate to increase funding for initial teacher training to fulfil the objectives of this year's new policy on teacher education.

There is certain to be opposition to the resulting plan which will alter staff/student ratios in favour of certain subjects. – *THES*

Court backs school closure over strike

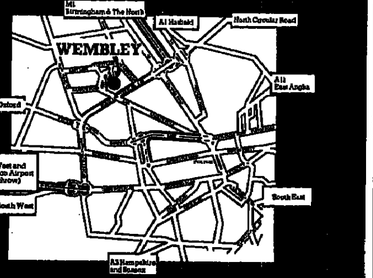
Bolton education authority did not breach the 1944 Education Act in closing Firwood special school for 20 weeks in response to a strike by nursery nurses, a High Court judge ruled this week.

Mr Justice Nolan said Bolton had not acted irresponsibly nor unreasonably in closing Firwood from May 2, when 11 nursery nurses withdrew their labour as part of a city-wide pay strike by 200 nursery nurses. It was not irresponsible in refusing to run the risk of allowing parents to work as volunteers and to keep the school open.

Part-time schooling was introduced on September 17, but there is little prospect of an end to the dispute.

The action was brought by Mrs Moira Horrocks, whose daughter Donna, aged 11, suffers from cerebral palsy and is a pupil at Firwood. An appeal is being considered.

DO YOU KNOW?



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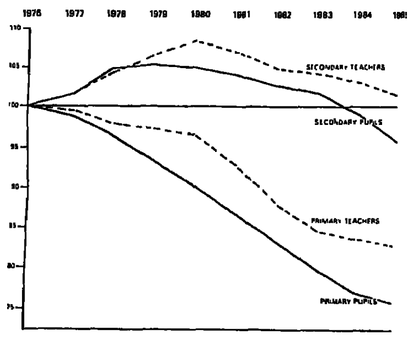
NEWS

Teaching posts set to fall by 7,000

Biddy Passmore analyses the annual estimates of local authority spending produced by the CIPFA and finds education budgets down by a total of £100m



The total decline in school rolls since 1977 has been 15.5 per cent, the CIPFA estimates, whereas the drop in qualified teacher numbers has been 8 per cent. In the primary sector, local authorities have tended to close their smallest schools and to move towards larger units with between 200 and 400 pupils (the average size of a primary school is now 179). During this year, more than 250 primary schools with rolls of less than 200 are likely to close. In the secondary sector, where the tendency has been towards smaller schools (average size now 811), more than 80 schools with rolls of more than 400 are likely to close this year.

Local authority spending on education will fall this year by nearly 1 per cent in real terms, according to estimates just published by the Chartered Institute for Public Finance and Accountancy (CIPFA). The figures show that education authorities in England and Wales are planning to employ 7,000 fewer teachers this year than they did in 1983-84.

The fall in authorities' budgeted spending, equivalent to a cut of about £100m, confirms the trends shown in *The TES* local authority survey earlier this year. But the cut estimated by the CIPFA is bigger than our projection of £20m and the fall in teacher numbers is greater than our figure of 5,000.

Overall, the CIPFA estimates that the 104 education authorities in England and Wales will spend £12,179m in the financial year 1984-85. That represents a 3.9 per cent increase over their original budgets for the previous year against an increase in retail prices of 4.8 per cent. The real cut in their plans is therefore 0.9 per cent.

Mainstream spending on schools, especially primary schools, seems to be bearing the brunt, while spending on special schools, administration and inspection and the careers service are all rising in real terms.

The overall pupil-teacher ratio will not get worse because of the continuing decline in pupil numbers (see graph). But it will actually tighten slightly in primary schools, while continuing to improve in secondary schools, where rolls are falling faster.

The net amount education authorities are budgeting to spend per pupil is, of course, closely linked to pupil-teacher ratios, as more than two-thirds of their spending on schools goes towards teachers.

The ILEA, always the highest spender, plans to spend nearly £1,200 per primary pupil and nearly £1,800 per secondary pupil this year. It is followed by Haringey and Brent, both spending more than £1,000 per primary pupil and about £1,500 per secondary pupil.

At the other end of the scale, the West Midlands district of Dudley will spend just £613 on each of its primary pupils and £914 per secondary pupil. But Dudley is beaten to the bottom of the secondary spending league by the West Yorkshire district of Kirklees, which plans to spend £905.

The number of primary p... expected to drop by 3... 3,880,700 between January 19... January 1985, and the num... qualified teachers by 2,400 to 17... giving an average ratio of 21.9... per teacher against last year's fi... 21.8.

In secondary schools, rolls are... jected to decline by 136,0... 3,782,300. Secondary teacher n... will drop by nearly 5,000 over the... to 234,600, giving an average ... teacher ratio of 16.1:1. That i... improvement on last year's fi... 16.3.

The CIPFA emphasises that ... teacher ratios do not indicate ... class sizes in schools. These are ... ally much higher because, for inst... heads and other staff have admin... tive responsibilities and teache... not spend all of their time in front... class. But they are the measure ... ally used by education author... when allocating resources and th... measure of the generosity of ... staffing.

As usual, the variation amon... thorities is large. Primary ratios ... from 17.2 pupils per teacher in ... Inner London Education Auth... and the London borough of Ha... 26.5 in the London borough ... Merton.

In secondary schools, the m... generous ratio is to be found in ... London borough of Hackney, w... 12.5 pupils per teacher, close ... lowed by Brent, Newham and ... ILEA. At the bottom come Le... and the Isle of Wight, with 18.

The variation in spending ... between last year and this year... striking. At one extreme, Nel... borough of Harrow increased ... ary unit cost by nearly 20 per ... cash, while Newham implemen... cash cut of 10 per cent.

Other big increases in the pri... sector took place in North Tyne...

The most startling ... all the differences ... those in spending ... books and equipme...

(14.3 per cent), Bury (12.7 per ... and Cornwall (10.5 per cent).

In Bedfordshire, Staffords... Doncaster and Durham, pro... spending per pupil fell in cash ...

The greatest increase in asse... spending per pupil occurred in ... field, which increased its asse... unit cost by one fifth, follow... Haringey (an increase of 11... cent), and Gateshead, Bury, Bra... and Ealing. No authority cut its ... dary unit cost in cash terms.

Perhaps most startling of all ... differences are those in spendi... books and equipment. While ... ILEA plans to spend £41 per pu... pupil on books and equipment ... year, the children of Leeds must ... do with £10 a head.

The London borough of Ealing ... become the highest spender per ... dary pupil on books and equip... Its budgeted figure of £70 puts it ... of even the ILEA. Least ... once again, is Leeds, with £10.

The area of spending which ... shown the biggest increase ... year is administration and inspe... the figures show. It has risen ... per cent, spending on major ... apart from polytechnics by 8.2 ... and on the careers service by 13 ... cent.

Cash spending on school meals ... milk by contrast, has fallen by ... cent in cash, to nearly £40m. ... authorities use their new free... either to stop serving meals for ... move to cafeterias with higher ch... This year, 32.2 per cent of pupi... receiving free meals, slightly ... than last year's figure of 30.1 per ...

Education Statistics 1984-85 Estim... available from the CIPFA, 3... Street, London WC2N 6BH, p... to non-subscribers.

Local education authority estimates 1984/85

	Pupil/ Teacher Ratio		Spending per child on books educational& PE equipment stationery & materials		Total unit costs (net)	
	Prim	Sec	Prim £	Sec £	Prim £	Sec £
London						
ILEA*	17.2	12.8	41	69	1170	1778
Outer London boroughs						
Barking & Dagenham	20.0	16.1	26	48	868	1144
Barnet	19.7	13.8	26	48	913	1237
Bexley	22.9	16.8	21	43	728	1049
Brent	17.2	12.7	36	53	1028	1457
Bromley	22.8	15.7	28	50	766	1123
Croydon	22.1	15.8	26	47	776	1126
Ealing	20.0	14.2	26	70	903	1306
Enfield	22.3	14.8	27	53	707	1092
Haringey	17.6	12.5	31	58	1090	1575
Harrow	20.8	13.9	27	56	766	1229
Havering	23.3	15.8	26	48	738	1163
Hillingdon	22.0	15.3	22	42	778	1188
Hounslow	20.0	15.3	27	39	876	1136
Kingston-upon-Thames	22.1	15.8	21	46	743	1058
Merton	26.5	19.1	19	48	693	968
Newham	17.6	12.7	39	58	994	1386
Redbridge	22.1	15.7	23	46	734	1167
Richmond-upon-Thames	21.0	16.2	22	42	789	1063
Sutton	24.8	17.1	26	43	894	1035
Waltham Forest	19.6	13.4	32	59	861	1378
Total (20)	20.8	15.0	27	50	827	1193
Metropolitan districts						
Greater Manchester						
Bolton	23.3	15.9	24	43	840	998
Bury	23.2	15.7	21	47	702	1100
Manchester	22.0	14.4	26	61	868	1264
Oldham	21.0	16.0	24	41	718	983
Rochdale	22.6	14.8	23	39	689	1114
Salford	21.5	15.4	27	57	709	1071
Stockport	24.4	16.5	23	40	657	970
Tameside	22.4	15.6	24	37	726	1008
Trafford	21.9	16.1	16	28	662	991
Wigan	21.7	16.5	22	39	697	1039
Merseyside						
Knowsley	21.0	14.1	22	40	761	1186
Liverpool*	—	—	—	—	—	—
St Helens	23.0	15.8	17	29	673	1024
Sefton	23.9	16.7	19	36	690	977
Wirral	22.6	16.2	24	33	701	966
South Yorkshire						
Barnsley	21.3	16.8	22	34	797	1008
Doncaster	21.6	16.8	16	31	753	1006
Rotherham	22.0	16.5	20	32	706	960
Sheffield	19.9	16.4	36	42	876	1146
Tyne and Wear						
Gateshead	18.3	16.8	28	46	761	1066
Newcastle upon Tyne	20.2	15.1	14	27	943	1200
North Tyneside	17.4	16.9	29	37	947	994
South Tyneside	20.2	14.8	21	46	756	1102
Sunderland	22.0	15.6	19	36	715	1017
West Midlands						
Birmingham	21.4	15.9	13	31	686	969
Coventry	21.9	15.3	26	40	777	1073
Dudley	22.7	16.4	21	37	613	914
Sandwell	20.4	15.4	22	38	772	1067
Solihull	23.2	16.9	18	40	896	928
Walsall	20.1	14.4	30	36	810	1110
Wolverhampton	18.8	14.8	28	47	852	1087
West Yorkshire						
Bradford	18.6	16.8	18	33	787	941
Calderdale	21.4	16.8	18	36	706	947
Kirklees	22.0	17.1	20	38	690	905
Leeds	22.7	16.0	10	16	720	974
Wakefield	21.4	16.8	21	29	755	940
Total (38)	21.5	15.8	21	36	734	1022
English counties						
Avon	23.3	16.4	22	38	715	1069
Bedfordshire	23.7	16.9	24	45	730	1030
Berkshire	22.8	15.7	23	39	703	1037
Buckinghamshire	23.8	15.8	24	40	681	1074
Cambridgeshire	22.9	16.8	23	28	664	903
Cheshire	22.9	16.9	23	38	726	1010
Cleveland	21.8	16.1	21	40	722	1031
Cornwall	23.3	16.8	25	36	671	976
Cumbria	21.1	16.0	23	36	727	1018
Derbyshire	21.6	17.3	24	47	710	987
Devon	23.3	16.8	20	33	655	974
Dorset	23.6	17.0	25	36	695	982
Durham	21.8	16.8	20	30	682	984
East Sussex	22.9	17.1	23	40	662	984
Essex	24.1	17.0	20	37	660	966
Gloucestershire	22.7	17.2	23	34	658	998
Hampshire	23.6	17.1	18	38	657	988
Hereford & Worcester	23.8	17.2	17	39	668	936
Hertfordshire	22.6	16.8	21	38	697	1048
Humberside	20.2	16.2	25	39	785	986
Isle of Wight	23.0	18.1	22	31	707	980
Kent	23.8	16.8	23	44	637	985
Lancashire	22.7	16.7	22	37	645	997
Leicestershire	22.6	16.0	23	43	726	1080
Lincolnshire	23.4	17.1	20	42	642	999
Norfolk	21.9	16.6	21	34	706	999
Northamptonshire	22.1	16.3	21	40	662	979
Northumberland	23.3	17.2	19	33	722	981
North Yorkshire	22.4	16.4	24	39	716	1049
Nottinghamshire	20.8	16.3	32	46	776	1061
Oxfordshire	25.0	17.3	29	47	712	1012
Shropshire	21.8	16.0	21	30	705	1017
Somerset	24.1	17.7	27	43	640	945
Staffordshire	23.0	16.4	29	40	726	1028
Suffolk	21.9	16.8	22	37	718	956
Surrey	22.0	16.5	20	40	676	1058
Warwickshire	22.4	17.1	20	40	685	964
West Sussex	23.5	16.9	22	41	645	953
Wiltshire	23.3	17.3	23	35	657	969
Total (39)	22.7	16.6	23	39	689	1002
Welsh counties						
Clwyd	22.4	16.7	25	41	736	993
Dyfed	18.2	16.1	18	31	810	1048
Gwent	22.6	16.1	18	36	749	1081
Gwynedd	18.6	15.6	17	32	768	1032
Mid Glamorgan	20.8	17.1	17	31	786	1010
Powys	18.2	15.4	23	38	819	1162
South Glamorgan	22.7	16.5	18	37	669	1012
West Glamorgan	21.6	16.9	22	36	784	1146
Total (8)	21.0	16.3	20	35	765	1048
National aggregates						
London (21)	19.5	14.2	32	55	936	1368
Met districts (36)	21.5	16.5	21	39	734	1022
Non-Met. counties (47)	22.5	16.5	22	38	696	1007
Total (104)	21.5	16.3	21	40	735	1051

*Figures for Liverpool not available because of March '84 dispute in primary schools.

NEWS

Doug McAvoy | Peter Smith | Philip Merridale | Fred Smithies | David Hart

Union fires 'renewed action' salvo at l.e.a.s

NUT's tough-line warning upsets the other unions on eve of new pay round. Richard Garner reports

Industrial action in schools is almost certain this term with the local authorities and the country's biggest teachers' union moving further apart on pay negotiations and structure talks.

Leaders of all the teacher unions meet next week to fix their claim for 1985 in the wake of the weekend decision by the National Union of Teachers to press for agreement on a common pay scale for all teachers and a rise of at least £1,200 for all teachers next April. The meeting also takes place amid acrimony from other teachers' organizations over the decision.

In addition, the NUT is flexing its muscles for strike action in the new year following a withdrawal of goodwill in the classrooms before Christmas if no progress is made on the claim. Such a move would mean children being sent home as teachers refuse to cover for absent colleagues and ban lunchtime supervision.

Delegates to the NUT's special salaries conference in Scarborough also voted to rule out arbitration on next year's pay claim following the 5.1 per cent settlement this year.

However, Mr Doug McAvoy, the union's deputy general secretary who has conducted negotiations throughout the year, indicated that despite the vote he could foresee some circumstances in which arbitrators could still be brought in next year – such as haggling over figures rather than the substance of the claim, he said.

His statement is bound to provoke controversy from the union's left-wingers who fought against arbitration this year. The Scarborough decision, which was supported by the union's executive, is the first time such a decision has been taken before negotiations.

Mr Philip Merridale, Conservative leader of the management panel in pay negotiations, commented: "The idea from the NUT conference seems to be that we should tip the sack of public money over the existing system."

The only way forward was through the structure working party and the management had indicated its willingness to resume negotiations as soon as possible.

It is pressing for agreement on an assessment system for teachers and merit pay as a way of convincing Sir Keith Joseph, the Education Secretary, to finance the package.

Mr Merridale did not rule out the possibility of separate negotiations with all the other teachers' organizations – who place greater faith in the structure talks – should the NUT prove intransigent.

He added: "If the NUT can't be won round, then I think the work of the structure working party will be much impoverished. But their membership at large will feel we owe them a duty to put forward a package. Such things (going on without the NUT) have happened before but I don't want us to get into confrontational positions over the structure talks."

Reacting to the management initiative to hold out an offer of fresh talks, Mr McAvoy said: "It is one of those invitations that you would do well to refuse."

Delegates to the Scarborough conference were all given a briefing leaflet on the structure talks which said: "Should the employers continue to insist on the annual assesssment of all teachers for the purpose of incremental progression and the payment of merit money and should the employers insist on the introduction of their list of defined duties and responsibilities, they will have brought the structure talks to an end."

The NUT will find itself in conflict with other teachers' organizations when the teachers' panel of the Burnham committee meets to fix the claim.

The National Association of Schoolmasters/Union of Women Teachers will be arguing for progress through the structure talks which would introduce the concept of an entry grade for newly-qualified teachers and a main professional grade for the rest going up to £16,500 for the highest paid classroom teacher. It is prepared to talk about assessment and conditions of service and a separate contract for lunchtime supervision, though.

As a fallback position, the NAS/UWT is prepared to switch to an interim claim of a flat-rate £500 plus a percentage to keep teachers' pay in line with those of other non-manual workers next year.

Mr Fred Smithies, its general secretary, also warned there would be strike action before Christmas if there was no progress.

Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, said he felt the NUT approach ignored the difficulties local authorities faced with spending targets and rate-capping.

Mr David Hart, general secretary of the National Association of Head Teachers, said it was "totally opposed" to any flat-rate element in the claim. He felt the NUT had got itself into a cleft-stick by threatening a timetable of industrial action and ruling out arbitration on its claim.

Meanwhile, the 1,400 delegates at the NUT's weekend conference registered a decisive vote in favour of rejecting arbitration next year.

An amendment to the salary policy placed before them called for a rejection of any proposal to take the 1985-86 claim to arbitration in view of the "derisory" settlement this year.

This time the NUT executive supported the anti-arbitration lobby. Previously, teachers' battles with the local authorities have usually been over trying to persuade them to go to arbitration.

The conference gave overwhelming support for the pay claim which would put at least 12 per cent on the local authorities' salaries bill.

The union's long-term aim is to see the new common pay scale giving a new minimum of £6,800 – rising to £14,400 as a maximum for classroom teachers after 14 increments. On top of that there would be responsibility allowances going up to a maximum of £3,000. The figures are based on restoring teachers' pay to the levels set by the Houghton inquiry.

Delegates narrowly rejected an amendment which sought to give top priority to the £1,200 flat rate rise in next year's negotiation.

They supported an amendment from Birmingham teachers – calling for a timetable for negotiations which spoke of the need for a management response before Christmas and "escalating stages of action as appropriate" to fight for the claim.

Defending his union's salary policy to a meeting of all teacher unions in Stroud, Gloucestershire on Tuesday, Mr McAvoy said: "An independent review such as the Houghton committee is favoured by teachers in Scotland and this may well be a way forward but even this approach is fraught with dangers. It could be considered if such a review was absolutely independent."

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PRIMARY

Discovering murals: A child at Shoreditch Play Park in London, during a conference on "Children, Planning and Play" for architects, planners, designers, artists and community associations.

It was held to discuss ways of improving children's play provision and of designing high quality playspaces, and while it was on children attended workshops on murals, wood carving, mosaics, concrete moulding and building with waste materials. One suggestion put forward was that every local authority should have a children's committee.

Shoreditch Play Park, financed by Hackney Borough Council, and run by the independent charity, Hackney Play Association, claims to be the first London park designed and planned by local people. It includes an amphitheatre, pond, wooden play building for under-fives, play yard with fixed equipment for older children, tree houses and has as its main feature a huge monster covered in tiles and made by local schools

NUT seeks nurseries duty for l.e.a.s

by Richard Garner

Nursery education should be available from the age of three to all children whose parents want it, a policy booklet published by the National Union of Teachers states this week.

The booklet *Why Nursery Education?*, highlights the differences in provision among the 104 local education authorities in England and Wales ranging from Hounslow, which provides nursery education for 65 per cent of its three and four-year-olds, to Gloucestershire with no provision at all.

The booklet says the percentage receiving full-time nursery education had dropped from 4 per cent in 1980 to 3.7 per cent in 1983, while the number of part-time pupils had risen.

It adds: "The White Paper, *A Framework for Expansion*, in 1972 expressed the then government's view that steps should be taken to make nursery education available to all those children whose parents wanted it, from the age of three. This ambitious target, however, is still unmet, largely due to the expenditure cuts of recent years, though it remains the goal of union policy".

The booklet emphasizes research which indicates that before the age of five children go through their most rapid period of development.

In particular, the early years are a time of great curiosity, when a child is trying to make sense of the world around him or her. A carefully planned and structured educational environment can build on and foster that curiosity, which forms the basis of the child's capacity for learning."

The booklet urges the Government to make it the statutory duty of all local education authorities to meet the educational needs of their under-fives by providing universal free nursery education for all children whose parents desire it.

American way to give the young a head start

by Virginia Makins

This week a group of 12 teachers and other pre-school practitioners started a course that will introduce them to a highly influential approach to nursery teaching, developed in the United States by the High/Scope Foundation.

High/Scope and its director, Dr David Weikart, are perhaps most famous for a longitudinal study of 123 black and socially and economically disadvantaged children in Ypsilanti, Michigan, which has provided hard evidence of the cost and social benefits of giving children high quality pre-school teaching.

The latest study found that at the age of 19, children who had been in the pre-school programme (which involved nursery schooling with a 1:5 teacher-pupil ratio, and one-and-a-half hours of home visiting every week) were more successful on a wide variety of measures than a carefully-matched control group with no nursery experience.

The pre-school children were far more likely than the control group to finish school, go on to further training and have jobs and be able to support themselves at the age of 19. (50 per cent of the pre-school group were employed, compared with 32 per cent of the others.)

And economists who worked out a detailed cost/benefit analysis of the nursery programme reckoned that for every $1,000 (£800) invested in a year of pre-school education, society got back at least $4,000, in terms of reduced costs for education and for dealing with delinquency, and increased life-time earnings for participants.

As well as researching the effects of the early 1960s programme, the High/Scope Foundation has been developing what it calls "the Cognitively-Oriented Curriculum" for pre-school children. It believes it has evidence that its particular approach to nursery schooling works well in a wide variety of settings.

Tens of thousands of teachers in America have now been trained in its highly systematic methods. Recently, it has started courses for people who can go on to train others – and that is the course that the Voluntary Organizations' Liaison Council for Under-Fives, (VOLCUF), backed by the Aga Khan and Gulbenkian Foundations, has just imported to Britain.

The 12 participants come from a wide range of statutory and voluntary agencies – with nursery teachers from Bristol and the Wirral, a representative from the Pre-school Playgroups Association and another from a West Indian Women's Circle, teachers from the Ismaili community, and staff from Dr Barnados and National Children's Homes family centres.

The High/Scope consultant running the course, Ms Ellen Frede-Lynn, says that the approach provides "a framework with a lot of leeway in it". It is firmly based on Piagetian concepts – indeed, in the early days the curriculum set out directly to teach children concepts like the conservation of number.

But gradually, working with teachers and children, the emphasis began to modify their ideas: instead of trying to teach concepts – "You can't do it, but why bother, when children will acquire them anyway", says Ms Frede-Lynn – they concentrated on setting up an environment where the concepts were most likely to develop naturally.

The result is a carefully planned method, based on a lot of commonly accepted ideas such as that children learn from play and concrete experience, but with much more attention to dynamic adult intervention than you find in many British nursery classes.

The method is best known by its system of Plan, Do, Review. Every day has a Planning Time, when children, helped by teachers, plan their work. There is then a Work Time when they do it, and a Recall time, which is both intended to teach them to analyse and express what they have done, and to give them a sense of achievement and self-esteem from it.

But according to Ms Frede-Lynn the essential part of the method is the way teachers are encouraged to talk with children: "You get children to solve problems, think them through, express what they know in words or pictures and models, you work and play alongside them rather than teaching and being social. The idea is to extend their learning without interrupting their play and interest.

"You have to adapt to the children – a formal planning time may not be suitable for two-year-olds, or less mature children. So you do it another way – but you still get them planning their work."

The British course will last 10 weeks with three three-week sessions, including some practical classroom work and a final week. The Nuffield Foundation has funded an independent evaluation of its results by Dr Kathy Sylva and Mrs Teresa Smith of the Institute of University Department of Social and Administrative Studies.

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Primary praise

Saxlingham voluntary controlled primary school near Norwich "provides some excellent examples of imaginative primary practice", HM Inspectors conclude in their report published this week.

Inspectors praised "the judicious use of textbooks to support learning rather than to initiate work, the thought given to extending, deepening and structuring the curriculum to enable children to meet key ideas and skills in many areas, and good record keeping".

The school has around 42 pupils and two full-time teachers and is housed in an 80-year-old building.

Youthful aid for playgroups

by Sarah Baylis

The number of teenagers who help out in local playgroups as part of their school studies or "work experience" has increased dramatically over the past few years, according to a survey in Norfolk.

The survey, which was prompted by concern about the contribution the teenagers were making, found that more than four out of five playgroups received teenagers on placements from school, college, or Government training scheme. Most parents and playgroup organizers were "broadly positive" about the part teenagers played.

However, the survey, by a study group in the Eastern Region of the Pre-school Playgroups Association, judged that roughly one-third of the placements were unsuitable because they were too short and superficial, involving no more than four visits.

"The growth of personal relationships, integration into the playgroup, and the understanding of young children will have hardly begun before they leave. They need time to assimilate new ideas and to feel part of the team."

The study recommends that five visits (approximately half a term) should be the minimum agreed by teachers and playgroup leaders and that placements lasting a whole term are preferable.

The survey, entitled *Helpers, Students or Playmates? A Study of Teenagers in Playgroups*, found 894 young people in more than 100 playgroups in Norwich and some outlying villages during the school year beginning September 1983.

Most teenagers were attending secondary school, aged 14 to 15, on courses that would lead to a CSE in child care. There was a "somewhat unexpected" preponderance of girls – out of 894 only 48 were boys.

But a case study of a village playgroup describes the successful placements of "David" and "Adrian". Both were very nervous, self-conscious and "early to begin with, but soon got involved in children's play and were considered part of the playgroup team. Their teacher, "Mr Morrison", looked in frequently and their work appreciated. He "seemed delighted to be told that his pupils were genuinely helpful. "They've used better in playgroup than in school," he said".

In most cases the arrangements had been initiated by the school or college, but some arrangements were longstanding. One of the few complaints, but one expressed by half the playgroups, was that they did not receive enough information about the teenagers and their courses before they arrived; four playgroups claimed they had been given no advance warning of placements.

Helpers, Students or Playmates? A Study of Teenagers in Playgroups, £1.50 plus 30p for postage from PPA Eastern Region, 1st Floor, 4a Gonville Place, Cambridge CB1 1LY.

PROFILE

Defiant 'poodle' bites back

The future of the Manpower Services Commission may be affected by the stand of its education services representative against the way the Government is pursuing its plans to take control of much of further education. Mark Jackson meets the dog that refuses to come to heel

Wilson Longden, (pictured) the education service representative on the Manpower Services Commission, likes to introduce himself as the "minister's poodle". It is his small way revenge on those (including this writer) who assumed he would be a pliant Tory hack.

The circumstances of his appointment 20 months ago made it a reasonable assumption. Until then the nomination had been in the gift of the further education associations, on the principle that commissioners had to represent the elements in a tripartite consensus. This time they were told the Government wanted someone sympathetic to its policies, and their candidate was rejected.

Instead, Mr Norman Tebbit, then Employment Secretary, chose Mr Longden, vice-principal of Barnfield College in Luton, whose main claims to preferment appeared to be the authorship of a Conservative Central Office publication on school governors and his marriage to a very right-wing local Conservative politician. (He was also president-elect of the Association of Vice Principals, a body which ministers had never previously thought worth consulting over the appointment).

The further education bodies were the first to realize that the new commissioner was not behaving as expected. He insisted on consulting them on every issue, making it plain that he saw his primary task as being to represent their views.

Before long, however, Mr David Young – whose own determination to use the chairmanship of the MSC to further Conservative policies no-one ever had serious cause to doubt – began noticing that he was arguing and sometimes voting the wrong way at meetings. The education commissioner did not seem to have grasped the message, for instance, that the Youth Training Scheme allowance had to be kept down as part of the attempt to lower the general level of youth wages.

Mr Longden was uncompromising at meetings with Mr Peter Morrison, the junior employment minister most closely associated with Government attempts to push the Commission into controversial action. He agreed that the Government, as paymaster, can have the power and right to insist on getting its decisions carried out, but it must not expect the commissioners to agree meekly that they were the right decisions, because the commissioners were responsible to the groups they represented. If they lost the confidence of their constituents, they would no longer be able to deliver their cooperation and there would be little point in having the Commission at all.

Mr Longden's obdurate insistence on preserving what he saw as the proper relationship between two parts of the machinery of the state must until now have seemed merely rather tiresome to ministers. But he appears to be siding with the ministers' enemies in the present row over the handling by ministers and MSC officials of the Government's plan to give control of much of further education to those officials.

"I've shaken them out of their minds, Tebbit and the lot of them", the education service's commissioner says with some pride. "The lot" would not perhaps have been so shaken if they had looked a little more closely at the man they were appointing.

On the face of it Wilson Longden is a natural recruit to the new Conservative populists with their disregard of constitutional convention and old class loyalties. He is the product of a disciplined upper working class home in Chesterfield which subscribed to the Methodist virtues of hard work and self-improvement. He went from grammar school to national service as an RAF clerk and was persuaded by his commanding officer to go on to university. A degree in social administration was followed by one in education. Then, after a spell of teaching in North America, came jobs in colleges and a marriage into an upper middle class family bred in the traditions of colonial administration.

From his education professor, Wilson Longden had acquired a passionate interest – perhaps an obsession – with finding ways of reconciling the practical realities which affect educational provision with the moral purposes it involves. A philosophy teacher turned him into a practical disciple of John Stuart Mill.

"I'm a stickler for protocol because I see it as a safeguard against the arbitrary use of power. I'm against using power to crush opposition – whether it is in the education service or the GLC and the metropolitan authorities", he says. The other major influence in Mr Longden's adult life and the formation of his current attitudes has been his marriage, and its recent end.

Everyone assumed he shared his wife's views. Penny was chief whip on Bedfordshire Council "and she makes Margaret Thatcher look like a left-winger," he says. Nobody noticed that he was a very "wet" Conservative indeed because he took no part in politics. He didn't get the chance, he says, because he was at home looking after their two sons while she was attending meetings.

Now, after divorce, he has custody and care of the boys – the only single parent, he believes among the commissioners. "Even the trade union representatives don't fully understand what the YTS allowance means to a single parent family. If the only dependent child joins the scheme, the family loses not only child benefit but the single parent allowance which means that the YTS allowance is worth only £14 a week to them. It's that sort of human dimension that we tend to lose sight of."

Financial decisions must always be seen, he insists, in the light of their effect on human beings. "That's all that really matters, in the end."

Mr Longden's son Harvey, aged 16 who wants to do a BTEC course and run a shop and Fraser, aged 13, are constantly giving him new insights into human relationships. "They've learned from their experience of their grandparents, how much more the working class cherish and care for people than do the middle classes," he says.

Responsibility for his sons has not stopped Mr Longden from becoming the most assiduously peripatetic of the commissioners. He sees it as his duty to travel around, keeping in touch with the Scottish further education interests as well as English and Welsh colleges; but looking after the interests of the Commission's own staff is also important and he regularly visits job centres and other MSC establishments

"With three million unemployed to cope with, they're doing a marvellous job – some of them work day and night and don't get much credit for it", he says. His visits are always fitted into a single day unless his sons are able to travel with him.

In between trips – which are taken on leave days and earned by doing night call duty for his college – he has a rigid pattern of telephone consultation with the FE bodies. The day before a Commission meeting he phones NATFHE, the Association of College Principals, the Association of Colleges of Further and Higher Education, and then his own Association of Vice Principals. When a special issue arises he follows this with a much longer list, including the Further Education Unit, poly directors, and the vice chancellors.

He does not always agree with them but will nevertheless put their views to his fellow commissioners. On the present controversy over college funding, for instance, he has never hidden his longstanding belief that some reform of arrangements was needed.

What he says is that the White Paper should have been a Green consultative paper. He is convinced that, properly consulted, the local authorities would have agreed to change: without that agreement and the expertise of the authorities and the colleges, a mess is inevitable and it will take a lot longer to secure effective reform.

Mr Longden is well aware that there are difficult choices he has to make squarely alone, however much he tries to express the views of his constituency and whatever allies he makes in the process.

When he doesn't quite know what to do he goes home and plays some Chopin on his piano (he used to play a jazz trombone) reads Wordsworth, and then turns to J S Mill. He'd like to be the Education Secretary, but only if he could take the instant route into the Cabinet without having to endure the hassles of a parliamentary career.

Most of all he'd like to find a job in Chesterfield and take his children back to their solid working class roots.

CENTRAL BUREAU FOR EDUCATIONALS VISITS AND EXCHANGES

(FOR THE SCHOOL AND COLLEGE NOTICE BOARD)

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Austria/Hungary/Poland/Turkey English Language Camps – Summer 1985. 16 to 20 years. (Closing date for applications: end April 1985).

Federal Republic of Germany (German speakers only – 18 to 22 years). Paid work experience – 6 or 4 months. (Closing dates for applications: (6 months) 12th November 1984; (4 months) 14th January 1985). France/FRG/Spain

Junior Language Assistant posts for young people intending to study languages in higher education – January to June 1985. (Closing dates for applications: mid June 1985 (France), end August 1985 (FRG), end September 1985 (Spain)).

The Central Bureau also administers the Language Assistant Scheme, the International Association for the Exchange of Students for Technical Experience (IAESTE), the European Community Second Programme of Young Worker Exchange, Panyher and Higher Education Links and opportunities abroad for those engaged in adult education.

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*The DES will organise a short course in Spain at Easter 1985 (applications to the DES).

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CENTRAL BUREAU PUBLICATIONS include:

WORKING HOLIDAYS A comprehensive guide to working holidays around the world. Date of publication: January 1985. Cost: £4.00 (inclusive of postage) 1984 edition at £2.95.

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VOLUNTEER WORK ABROAD A directory of organisations offering overseas opportunities for medium and long-term periods of voluntary service. Date of publication: Spring 1985 (4th edition).

HELP?! A practical handbook for those organising a project abroad for young people. Date of publication: January 1985 (6th edition). Cost: £2.75 (inclusive of postage).

HELP EUROPE! An introduction to European youth service structures (20 countries). Date of publication: December 1984 (2nd edition). Cost: £3.50 (inclusive of postage).

YOUTH EXCHANGE NEWS (YEN) A newsletter detailing current international opportunities for young people and youth workers – published quarterly. Free on receipt of stamped addressed A5 envelope.

PUPIL EXCHANGE NEWS (PEN) A newsletter detailing current international opportunities for school pupils and their teachers – published termly. Free on receipt of stamped addressed A5 envelope.

Further details of all Central Bureau schemes (please specify) are obtainable from:
CENTRAL BUREAU FOR EDUCATIONAL VISITS & EXCHANGES
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Tel: 01-486 5101 (Enquiries from England & Wales).

CENTRAL BUREAU FOR EDUCATIONAL VISITS & EXCHANGES
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CENTRAL BUREAU FOR EDUCATIONAL VISITS & EXCHANGES
3 Brunsfield Crescent, Edinburgh EH10 4HD.
Tel: 031 447 8024 (Enquiries from Scotland). (0354)

Dated management theories causing stress

by Susannah Kirkman

Secondary schools are using out-dated management techniques which put stress on teachers, according to Professor Charles Handy of the London School of Business.

In a Schools Council paper published last week, Professor Handy says secondary schools and teachers are suffering from "organizational schizophrenia." They need to decide whether they are going to stick to the rigid hierarchical management models of big business or if they should allow more flexibility and scope for individuals.

Professor Handy believes that in aping the bureaucracy of large businesses, the secondary school has been adopting a theory of management which is already out of date. Most modern businesses are now aiming for smaller, more responsive units.

Teachers have too little time for effective management and their conflicting roles sap their efficiency. "It is hard to be friend, judge and guard dog at the same time," he adds.

It is also a mistake to expect the headteacher to act as leader and chief administrator. Combining the two roles can only lead to stress.

And according to Professor Handy, strategies to reduce stress may be disastrous. They could include:

☐ thinking in black and white terms, concentrating on the short-term, developing unchanging rules;

☐ boosting self-confidence through finding some lesser beings, developing your own territory where you can rule, escaping into fantasy through drink or other aids, becoming aggressive over small matters; and

☐ avoiding too much exposure by becoming apathetic and withdrawn.

Professor Handy thinks it is too expensive and ineffective to use senior teachers as administrators. He suggests employing a bursar or using junior staff to carry out administrative tasks.

Schools also need an open consultative policy which gives all staff an opportunity to contribute and dissent.

Teachers should be encouraged to act as pupil-managers; form tutors could help pupils to organize their own learning, so that school children become clients of the education system rather than passive products.

Large schools should be broken down into smaller units so that they are less intimidating and impersonal. The separate components would have their own character and independence but, like a federal system, would still be considered part of the main school for some activities.

Schools need to develop new ways of measuring achievement. Too many pupils leave school with the feeling that they have failed because they have not passed any public exam; every child should have its own positive achievement, "with a variety of skills over a wide range of skills, tastes and knowledge, taken when he knows that they are ready to take them and ready to pass".

In this way, like successful business concerns, schools could also retain their customers happy.

"Taken for Granted? Understanding Schools as Organizations" by Charles Handy (Schools Council Project Pamphlet) is available from the Longmans Resources Unit, 33-35 Tavistock Row, York YO1 1JP; price £0.95.

Parents divided over plan to give them more power

by Mike Durham

Parents are almost equally split over whether they should be given a majority on school governing bodies, according to an opinion poll carried out by the National Consumer Council.

The MORI poll found that 39 per cent of parents want an absolute majority, as proposed in the Government's Green Paper *Parental Influence at School*.

But slightly more – 42 per cent – are not in favour. The poll also found that four in five think parents should be represented on governing bodies.

The poll's other findings are:

☐ Nearly 30 per cent of parents think they have "too little" say in how their child's school is run.

☐ One parent in three believes older pupils should be represented on governing bodies.

☐ Trade union and party political nominees to governing bodies are the least popular group with parents.

☐ Parents are divided over whether any single group should have a majority on governing bodies.

☐ After parent-governors, teachers are the second most popular candidates for school governors among parents.

Commenting on the Green Paper's proposals, the council concludes that parents, as a group, are not yet ready to assume overall power in schools.

The NCC reports: "It is clear that many parents, as a new, unsophisticated electorate who have not previously been in such a position of power, find it difficult to accept the suggestion.

We believe that to reach such a stage, parents need much more information and education on the role, responsibilities and powers of governing bodies.

"This process may take years, during which time, however, parents should not be denied the opportunity of contributing to a much great extent in the running of governing bodies."

The NCC recommends that parents should occupy at least a third of the seats on governing bodies, and that the possibility of an eventual majority should not be ruled out.

The NCC also presses for more training for school governors and a carefully planned system of elections which would ensure continuity of service.

According to a recent survey, training facilities for governors are inadequate. Less than half of l.e.a.s provide training, although 16 authorities said they hoped to soon.

It suggests a centrally-funded unit to sponsor new training schemes and promote "models of good practice".

Parent-governors whose children had already left school should be allowed to continue in office for at least a term, in order to ensure continuity in governing bodies.

The NCC also believes there should be two places on each body for pupil-governors, more active promotion of schools and more consumer education on school curricula.

The NCC adds that more money must be found if the Green Paper is to be implemented. "If the proposals are to succeed, they need the willing support of l.e.a.s. The Secretary of State will need to ensure that extra resources are made available to help l.e.a.s.

"The NCC does not think it fair to ask l.e.a.s to finance these developments by reducing education spending elsewhere."

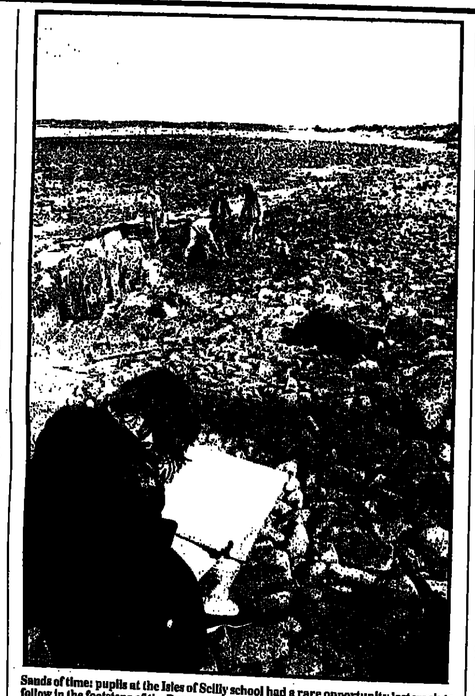
RICE (the Right to Comprehensive Education) says in its response that the Green Paper proposals would mean an unnecessary and expensive upheaval.

Governing bodies, it says, would still be ineffective and might become even more inward-looking. But it supports the idea of an annual report by every school.

The pressure group comments: "Merely making parents the majority group on the governing body will certainly not in itself make schools more accountable or raise standards.

"The maintained education system cannot be run as a series of private contracts between parents, or groups of parents, and schools.

"The proposals seek to alter the form rather than the content of control, at the cost of unnecessary and expensive upheaval. It is a recipe for extending confrontational politics to school governing bodies, while what we really need is consensus and cooperation . . ."



Sands of time: pupils at the Isles of Scilly school had a rare opportunity last week to follow in the footsteps of the Romans when freak low tides exposed an ancient road that was last seen 40 years ago.

The teenagers also seized the opportunity to search for a treasure chest from an eighteenth century shipwreck. But, unfortunately, their luck – like the tide – was out . . .

Sir Keith's exam views 'too rigid'

The Great Debate has become politicized that it has lost its pu

Michael Duffy, an executive mem the Secondary Heads' Associatio last week.

Mr Duffy, who was speaking SHA conference in London, sa the Government of losing sig reality in the curriculum debate. said Sir Keith Joseph, Educa Secretary, was tilting at windmi playing Don Quixote to Chief HM Bolton's Sancho Panza.

Sir Keith was sticking too rigidly the idea that public exams should taken at 16, he told *The TES* last w he should realize was that 16 was irrelevant age as it was no longer stage at which young people ha choose between a job or further tion. He said the decision to end examining pupils at 16 had been to satisfy the Conservative Party

Mr Duffy, chairman of the L education committee, criticized contradiction between the curric flexibility the Education Secre claimed to want and the proposals make parents the arbiters of the culum. "Parents are too narrow too conservative a group to take role," he said.

Mr Duffy said that the increasingly prescriptive nature of the curricu debate implied that schools were ing, a view he questioned.

Mr John Tomlinson, director education for Cheshire, criticized "domineering" tone of recent gov ment curriculum statements in address to the conference. He told *TES* that local education authori were disappointed that the DES had published the l.e.a responses to Circular 8/83, which asked them to outl curriculum policies, before publishing its discussion document on the 5-16 curriculum.

Shift in teaching style pleases HMI

by Virginia Makins

King Edward's Camp Hill Grammar (Boys), one of Birmingham's King Edward VI Foundation grammar schools, has recently began to shift its curriculum and teaching methods from a style suitable for the earlier years of this century towards "one which fits the educational and social demands of today", says HM Inspectorate.

The Inspectors found some sound teaching and "occasionally some of outstanding quality". But the style of most lessons was lengthy teacher exposition and closely controlled questions and written work. There was little excitement, or chance for extended discussion and inquiry.

Written work showed an "overemphasis on copying and dictated notes", and there was too little oral work or encouragement of wide reading. Teachers in several subjects were rating patronizing and their relationships with boys showed an unnecessary degree of tension or lack of humour.

An option system made it possible for boys to have no lessons in art, music or craft subjects after the second year, and the teaching of aesthetic subjects such as music and art showed a narrow approach overall.

However, under a newish head, attempts were now being made to tackle curriculum imbalance – particularly the marked emphasis on science at the expense of practical and aesthetic subjects – and to review aspects of the curriculum and organization.

The Inspectorate recommends much clearer responsibilities for heads of department, detailed subject guidelines which related to overall curriculum aims, and a change in teaching strategies, shifting the emphasis from teaching to pupils learning, which needs to be linked to in-service training for teachers.

A separate report on King Edward's Camp Hill (Girls') found a wide range of teaching styles in many subjects, with plenty of discussion and work by groups of pupils. HMIs praise the school for coming "close to succeeding" in linking the pursuit of academic success with ways of learning which recognize the limited range of knowledge and experience measured by exams.

The atmosphere in which teaching and learning takes place is encouraging, the Inspectorate says, with very able students (the majority of whom are in the top 3 per cent for ability as measured by verbal reasoning tests) working with confidence and often taking responsibility for their own learning.

The school has tried to provide a balanced curriculum, although it could increase chances to take creative and aesthetic subjects right through the school. Attempts are being made to tackle things like health education across the curriculum, and work already been done on the contribution different subjects can make to multicultural education.

HMIs suggest that all departments should encourage more reading by pupils, and that some should pay more the importance of spoken language in learning. Staff in some subjects need to update their qualifications, and Inspectors approve the recent appointment of a new deputy head specifically responsible for staff development.

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"new horizons in school travel"

Mike Durham looks at claims made by a publisher of 'home study' lessons in self-expression

English mastery course offers success – for £119

Are you, as the advertisements in leading national newspapers ask, "Shamed By Your Mistakes in English?"

Thousands of people throughout the country apparently are. Their poor grasp of their native tongue, they believe, is responsible for many of their failures in life.

And it seems they are prepared to pay considerable sums of money to a "world famous educational publisher" in an attempt to do something about it.

The advertisement in *The Guardian* and *The Times* claims: "A world famous educational publisher reports that there is a simple technique for acquiring a swift mastery of good English.

"It can double your powers of self-expression. It can pay you real dividends in business and social advancement, and give you added poise, self-confidence, and personal effectiveness."

It goes on: "Never again need you fear those embarrassing mistakes. . .you'll command the respect of people who matter."

Grand claims – especially when the "unique new system of self-instruction" turns out to be a 320-page soft-cover book with an effective cost of almost £120.

The "world famous educational publisher" is R. & W. Heap (Publishing) Company, based at Bowden Hall in Stockport, Cheshire.

As well as the *New Course in Practical English* the company publishes a range of "home study" courses in memory concentration, conversation and vocabulary studies, all at about the same price.

The *New Course in Practical English*, sent on approval, consists of 12 lessons in soft-cover pamphlets up to 32 pages long, packaged in a handsome maroon and gold cardboard box, together with instructions, for £119.95.

It names a number of tutors belonging to the Confidential Personal Consultation and Advisory Service who will, for no extra fee, answer questions and "help you to obtain the maximum possible benefit from the course".

There are no day or evening classes and all the tuition is carried out by post or telephone. But there is no planned correspondence course.

The 12 lessons are on vocabulary-building, composition, conversation, letter-writing, comprehension and speed-reading, and spelling.

The material also includes invitations to invest in additional paperback books, including *23 Steps to Success and Achievement – the dynamic psychological blueprint for planning your life*, *Think and Grow Rich* and *The Vocabulary Builder – the greatest invention since the alphabet*.

Mr Geoffrey A. Dudley, the director of studies and a director of the company, told *The TES* that at any one time about 2,000 students were "subscribed" to the course.

Most were from the UK and Commonwealth countries and ranged in age from 14 to 70. There was a high proportion of immigrants "who are naturally keen to improve their English".

But a former English teacher, Mr David Self, who reviews English textbooks for *The TES* criticized the course as badly structured and tending to over-influence inadquate personalities.

After studying the course, Mr Self said: "Sadly there are those who discover, at some stage in life, that their language skills are inadequately developed. With a mixture of terror, anxiety and shame, they realize that they may not be able to talk or write as fluently or confidently as others.

"This course preys on the fear of making social gaffes, or failing to achieve, and of revealing personality defects.

"There are those who will work through its tedious and often pointless exercises and who will, ultimately, develop such skills as being able to say: 'Please partake of a canapé at a social 'function', or memorize conversation starters from a card-index.

"But unless the back-up tutorial service is brilliant, few would be able to pass O level English language merely by studying this course."

Mr Self said the course devoted too long to the written word before moving on to speech. But, he said, it did recognize that good written English required an awareness of one's audience.

He concluded: "Were the *New Course in Practical English* a £1.95 paperback, one might be tempted to say it was worth a go. At £119.95 I feel sorry for some who might send for it on trial, be seduced, and commit themselves to a largely irrelevant package of flimsy booklets."

Mr Dudley said that about 13 per cent of subscribers took up the offer of extra tuition during their six month period of entitlement.

"Most of the help we give consists of criticizing written work. We tell students they are welcome to send anything in and they do – compositions, articles, stories, even poems.

"They send us letters towards the end of the course which are themselves proof that their standard of English has improved."

Mr Dudley said the claims made in the advertisement were based on "impressions we have received from testimonials the students have sent".

"If there is a philosophy central to the course, it is that it is convenient to study in your own home, knowing that if you need help you can obtain it simply by writing a letter or making a phone call.

"You don't have to turn out on a foggy winter's night to go to classes. The sheer convenience appeals to a lot of people."

And Mr Dudley defended the high cost of the publication.

"Where the course scores over a book is in the personal tutorial service that is run by graduate tutors. And we don't work for peanuts", he said.

supporters ... his expla- Continued on back page, col 2 ... Leading article, page 13

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The author, Caroline Barr, describes using the technique with a series of magazine articles on the life of Herbert Hoover, US President from 1929 to 1933.

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"As I read Mr Hoover's story, my pencil was particularly busy. When I came to the end, I sat still for a few minutes thinking, 'I'm amazed at this!'

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Bright children likely to be 'loners', says new study

A happy home can actually harm the intellectual growth of a child, according to a controversial new book on intelligence.

An Australian-born author, Patricia Preston Brooks, maintains that intelligence is not inherited, and that the position in which a child is born in the family can decide whether he or she will be clever or dull.

The book, *The Anatomy of Intelligence*, says that in every class and in every community, the majority of those who will have above-average IQs are the loners.

Children who are most likely to become loners include first-borns, second-borns and those with a significant age gap between themselves and their older brothers and sisters.

Other likely loners are children who suffer from a disability, and those whose early life was stressful or out of the ordinary.

The central point, says the author, is that isolating or stressful conditions tend to produce loners.

She claims that the evidence is brought "full circle", because those are the very categories which emerge as "predominant" in both British and United States samples of high IQs.

If the percentages are combined it shows that 89 per cent of the British and 87 per cent of the Americans were almost certainly introverts or loners.

Patricia Preston Brooks' main theory is that mental abilities are solely dependent upon environmental forces, and are not hereditary.

The Anatomy of Intelligence. Today's World Publications, 17.95.

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Exams shock for Brent as blame accusations fly

by Hilary Wilce

Poor O level results among black children in the London borough of Brent were variously blamed last week on "trendy teachers", "political activists", and "ridiculously low expectations".

In the political hotbed of Brent there were rare elements of agreement from Left and Right that the results were unacceptable, and that schools expected too little of their black pupils. Beyond that, however, there was predictable mud-slinging from both sides.

Brent Community Relations Council has surveyed 1983 O level results among pupils in the borough. This year's results have not yet been collated but Ms Janet-Hope Bogle, education officer of the local CRC, said there was little evidence of any improvement.

"Black children are failing in our schools, and failing extremely badly", she said. Schools tended not to put black pupils in for O levels, and to make them resit CSEs in the sixth form, which was "totally demotivating". There was also too much emphasis on social development, and not enough on academic achievements, she said.

At Aylestone High, for example, a predominantly black school, out of a fifth form of 155 pupils, there were only seven English and 15 maths O level passes last year.

"Yet the schools are doing nothing to change" Ms Bogle said. "They are just not receptive or responsive to the needs of the parents and the community. The whole multicultural policy in the borough is now more or less defunct/ It is virtually in the bin."

However, Mr John Poole, president of the local branch of the National Union of Teachers, attacked the survey as selective and biased.

He said: "They have just plucked out certain figures, put them down, and left people to draw their own conclusions."

Mr Poole pointed out that in one case the survey said that there were just six O level English and maths passes in a sixth-form of 107.

"But they didn't say how many of those pupils were actually entered for the exam, or how many had already passed them. They were just figures plucked from the air."

Mr Arthur Steel, Tory education chairman, conceded results were "not satisfactory". He blamed political interference by teacher activists, and "12 years of socialist administration which put more emphasis on social engineering than academic achievement". The Tories were trying to rectify matters by giving authority back to school heads, taking political pressures off education officers, and amalgamating secondary schools, he said.

The worst results were in schools which were predominantly black, he pointed out. "But if we go along with the idea that there is a whole race of people who are incapable of learning, then we are getting dangerously close to the idea of a master race. And that to me is entirely unacceptable."

Mr Harry Greenaway, Tory MP for neighbouring Ealing North, agreed that "left-wing teachers" often patronized black pupils by not expecting high standards of work.

But Mr Martin Coleman, leader of Brent council's Labour group, blamed part of the problem on a lack of discipline in schools.

In casualty . . . youngsters demonstrate their first aid skills by putting Sir Keith's arm in a sling

St John presses for first aid in schools

by Susannah Kirkman

Sir Keith Joseph, the Education Secretary, has welcomed a new St John Ambulance scheme to train teachers and pupils in first aid.

First aid should be part of the education of every child, said Sir Keith, who was present at the inauguration of the project in London this week.

He told *The TES* that learning first aid would help children to mature more quickly and give them the confidence to cope with the adult world.

There are four or five simple emergency skills which ought to be taught in all schools, according to Mr Robert Balchin, the assistant director-general of St John Ambulance. Prompt first aid could save thousands of lives each year, as death or permanent damage occurred within five minutes of an accident happening, usually well before expert help could reach the scene.

St John Ambulance has published a first aid handbook for teachers and pupils which explains how to deal with injuries at school, ranging from accidents on the football field to the after-effects of glue-sniffing.

It is also preparing a three-video training course for pupils which is presented by Lesley Ash, of Channel 4's pop programme, *The Tube*. Children will receive certificates and badges as they complete each stage.

Emergency Aid in Schools, priced £1, *The St John Three Cross Scheme*, price approximately £5, available in December. Products from St John Ambulance Supplies Department, Priory House, St John's Gate, London EC1M 4DA. Tel. 01-2089

Howard Sharron on a teaching system which is achieving remarkable results with the handicapped

Hungarians show new way for disabled

A special Hungarian system of teaching physically disabled children has so impressed a high-powered team of British psychologists that Birmingham City Council is to give it extensive practical trials.

What they discovered about conductive education, as it is called, surprised even the most cynical of the group which visited Hungary recently. Children with very severe conditions of spasticity, spina bifida, ataxia and athetosis, usually rendering them incapable of independent controlled movement, had achieved normal motor functions. They could walk and manipulate materials to the point where they were able to attend ordinary school classes with children of their own age.

The visit was made by Professor Ian Howarth, professor of psychology, Birmingham local education authority, Veronica Nanton, a regional welfare officer for the Parkinson's Disease Society: and Andrew Sutton, a Birmingham l.e.a. psychologist.

Conductive education was developed in post-war Hungary by Professor Adreas Peto. He used the psychology of Russian Marxists like Vygotsky and Luria, and the work of Pavlov, to construct a method of educating children and adults to overcome their handicaps, rather than just coping with them with the help of wheelchairs and gadgets.

The method has been practised in Britain on a limited basis for several years for children with cerebral palsy, at a special unit run by the Spastics Society. But the visit to Hungary established that the applications could be much wider.

English victims of spina bifida: methods developed in Hungary would offer them hope of a more active life.

The children are taught how to move normally by the rigorous repetition of small movements which build up to complex skills. The conscious actions gradually become automatic reflexes and enable two-thirds of the pupils registered at the Peto Institute to attend ordinary Hungarian schools, where walking is a criterion of admission.

All aspects of the children's treatment are in the hands of highly skilled teachers called conductors. They are responsible for the child's emotional, educational and physical development, and so combine the roles of several distinct therapeutic professions in Britain. The conductor is therefore able to have an intimate knowledge of all aspects of the child's progress and can work out far more coherent individual treatment strategies than those given to children here.

Professor Howarth reported: "In terms of the application of known educational principles, the Peto Institute seems to be in advance of all remedial institutions in this country.

"The conductors base everything they do on a careful task analysis of all aspects of the child's educational needs. A global analysis guides the annual programme, but each day individual analyses are done to prepare for the next day's programme.

"The lessons are always meaningful and intelligible to the child. The children themselves are encouraged to use language to reflect and to lead what they are doing. And as far as possible they are given responsibility for their own progress.

"There is also very effective use of group work. The children set examples to each other, provide each other with approval when progress is made, and it makes repetitive practice more enjoyable as well as teaching the children to help each other."

Professor Howarth added that the institute's records showed that in any one year one third of its children recovered sufficiently to be slotted into the education system.

"Subjectively the institute also makes an extraordinarily good impression. It is a hive of happy activity with the children and conductors working very hard throughout the whole day."

The intensity of the conductive education regime in Hungary is considered to be one of the problems in transferring the method to Britain. It is not thought likely that British parents would accept a residential programme of up to three years for their children.

However, there are some day classes in Hungary and, through close exchanges of children and conductors with Budapest, it is hoped to match conditions as closely as possible, and to equal Hungarian results.

The educationists who reported to Birmingham council believe that conductive education "promises a major advance in the welfare of the physically disabled."

The Parkinson's Disease Society has offered financial support for the Birmingham trials.

The city's special education sub-committee has, with all-party support, agreed to second Dr Sutton to the project for six months on full salary.

The Parkinson's Disease Society is similarly seconding Ms Nanton, and Birmingham University has agreed to act as unpaid host to the project.

Last year the university helped to organize a conference of eight Midlands state and voluntary schools which had tried to develop the programme on the minimal information about conductive education then available.

It was the report of the rigorously assessed conductive education classes that led a voluntary organization to provide the finance for the recent fact-finding mission to Hungary. Such is the excitement about conductive education now that several more disability groups are flying out to Hungary this month.

UGC taken to task on engineering allocation

The University Grants Committee has been accused by the Engineering Council of not facing up to the need to earmark funds for accredited engineering courses.

The council's director-general, Dr Kenneth Miller, advocated a 10 per cent national switch from arts-based to science-based student places, with the majority of the extra science-based places going to engineering students.

Without earmarked funds, facilities for engineering courses at university would deteriorate and the intake of bright students would drop, he said.

A switch of 10 per cent would provide another 4,000 places, which would require an extra £100m a year.

At present, the Government decides the figure to be spent on university education; the UGC decides how it will be divided among the universities, which in turn decide how they will spend it between the various disciplines.

Dr Miller said he was pleased that the UGC recently accepted the case for a further shift towards science and engineering in line with the wishes of the Education Secretary.

'No place' for husband and wife teams on governing bodies

by Richard Garner

Husbands and wives should not serve together as parent representatives on school governing bodies, a teachers' union has told the government.

The 90,000-strong Assistant Masters and Mistresses Association, in its response to the government's Green paper *Parental Influence at School*, warns of the danger of giving parents too much power on governing bodies.

It gives its support for the principles inherent in the Taylor report into governing schools that there should be equal representation from parents, teachers, local authority representatives and the community.

It adds: "Local education authorities must be encouraged . . . to ensure the widest possible spread of interest amongst parent governors. It must be undesirable to have, for example, both a husband and a wife as governors or all parent governors having children confined to the same year group within the school."

The union's response warns of the danger of parent governors – which the Green Paper would like to be in the majority – approaching meetings from a political stance.

"The association has noted recently an increasing tendency for local authority appointees to governing bodies to adopt rigid political stances and to approach meetings in a political way," it adds. "This trend it deplores absolutely.

"There must be a real possibility that the parents who will seek to serve on governing bodies will be those who are politically active and will thus have the opportunity of furthering their aims but in a different guise. The possibility of this influence being removed can only be brought about by ensuring that no group has an overall majority."

The response goes on: "It must be obvious that the parental membership proposed is too high and should be reduced."

AMMA also claims that the Green Paper gives too little weight to the worth of professional opinion on governing bodies, concluding: "It is with regret the association has to say that the paper seriously undervalues the role and responsibilities of the professional teachers and is in serious danger of undermining the authority of the headteacher."

Ulster l.e.a. acts on sex equality

One of Northern Ireland's five local education authorities has told all its schools to make sure they are offering equal opportunities to girls and boys, *Hilary Wilce writes*.

The Western Education and Library Board, which says it wants to ensure that there are no breaches of the Sex Discrimination (Northern Ireland) Order 1976 in its schools and colleges, is urging that the spirit as well as the letter of the law be obeyed.

Its guidelines say that curriculum, resources and facilities of every institution should be equally accessible to boys and girls, and that there should be genuine opportunities for pupils to follow non-traditional subjects.

The early stages of secondary schooling should ensure a wide future range of subjects for all pupils, and option choices must not be limited on the grounds of sex.

Schools should also have a written equal opportunities policy, the guidelines say, and parents should be made aware of this.

The board also intends to draw attention to two particular problems – the failure of two thirds of girls in schools in the province to take maths and crafts activities equally with boys and girls, and the lack of encouragement of girls from state-based subjects.

The initiative was welcomed as "most encouraging" by Ms Eileen Collins, senior education officer of the Equal Opportunities Commission for Northern Ireland, who said she hoped the board would also monitor how the guidelines were being put into practice.

Clothes grant up

North Tyneside local education authority is to increase school clothing grants from £25 to £40, an increase of 60 per cent. The grant is also to be extended to children in nursery schools and classes. All pupils entitled to free school meals qualify for the grant.

New back-up for women

Both girls and women teachers are likely to benefit from a new scheme. Industrial Society has set up to help women realize their potential at work.

The group, called the Pepperell Unit after a 1950s pioneer in the field, Elizabeth Pepperell, is headed by Julia Cleverdon, educational director of the society and a member of the School Curriculum Development Committee.

Ms Cleverdon said that the unit would take over responsibility for the society's existing programme of one-day conferences for sixth-formers on careers in management. Twenty-two such courses would be mounted this year. Courses were also being planned for fifth-form school-leavers.

Heads criticize AS level plans

by Richard Garner

The Government's plans to introduce a new AS level examination alongside A levels are not acceptable, the Secondary Heads Association said this week.

In its official response to the Government's proposal the 4,100-strong SHA says: "We do not believe the AS level examination proposed, confined as it must inevitably be to a limited range of subjects and in some schools to as few as two courses', will make a significant contribution to the broadening of the A level curriculum.

"In most schools and colleges it will have the effect of weakening not only programmes of general studies, whether examined or not, but also a range of non-A level studies, (including AO studies in applied science, industrial-related courses and the creative arts and the courses of the Institute of Linguists)."

The association also doubts that AS is capable of being implemented in the way that the Government's paper suggests.

"Joint teaching with existing A level sets is unlikely to be successful: not all syllabuses are divisible into separate but related halves and AS students on one half of an A level course are bound to be disadvantaged against those who are following both halves."

The response goes on to warn that smaller schools and colleges will not be able to offer the range of courses that the Government envisages because they will not have enough staff – especially maths, physics and technology teachers.

Decentralization seen as key to UNESCO survival

Decentralization could be one of the keys to UNESCO's salvation, Professor Malcolm Skilbeck, chairman of the World Education Fellowship, suggested last week.

In a speech in London on Tuesday, he said the Paris-based organization must begin "a serious rethink of its role and functions". The United States announced last year its intention to withdraw from UNESCO because of its political stance and "unrestrained budgetary expansion".

The UK has also voiced criticisms and could follow suit, but many people would warmly welcome a lead from Britain in UNESCO's reform and renewal, Professor Skilbeck told the UK United Nations Association.

He stressed especially the value to be gained from decentralizing from Paris, where its headquarters has often been accused of bloated bureaucracy.

"A relatively small and efficient secretariat in Paris could be the nucleus of a worldwide network including powerful regional centres", he said.

Art and design group born

A new organization aimed at raising the profile of art and design teaching was launched this week. The National Society for Education in Art and Design will act as a trade union for teachers in these subjects from all sectors of education and as a professional association.

The society is the result of a merger between the National Society for Art Education and the Society for Education through Art. It will soon publish guidelines for primary school art and design and a directory of careers available in art and design.

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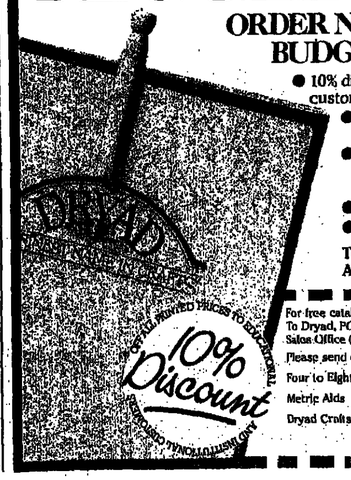

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School prayers row prompts Asian boycott

A row over school prayers in Derby has caused Asian parents to withdraw their children from a number of schools in the city.

Children at St James Church of England Infants were told they would get a place at the St James Junior if their parents signed a form which included the wording: "My religion is . . . but I will be willing for my child to go into school religious assembly and take part in school activities."

Although some Asian parents signed the form, 13 who did not were refused places for their children.

An Asian leader complained: "This is pure racial discrimination," and gave a warning that the dispute could spread to other schools if no action was taken.

In a statement, Mr. Frank Revell, chairman of Derbyshire education committee, said that because the church school had voluntary aided status admissions were dealt with by the governors.

The Derby Diocesan authorities have called a meeting of their appeals panel to adjudicate between the governors and the parents, Mr Revell added.

Last year some Asian parents in Derby sent their daughters to school wearing traditional blouses and trousers. Derbyshire education committee later ruled that parents should be given the last word in deciding whether school uniform is to be worn.

PHOTO REPORT

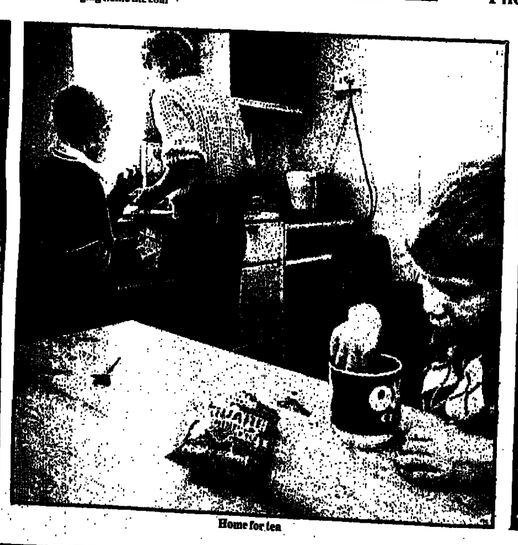
The coalminer's daughters

Easington is a small single-industry mining town situated 20 miles south of Newcastle upon Tyne. After six months on strike, morale is high, but the burdens on family life are mounting. In the face of winter, anxiety about food, money, health and heating is growing. These pictures show how Easington's children are coping with a new way of life.

Photographs by Laurie Sparham

Striking father bringing home the coal

Father collects child from school



Home for tea

Time for grandchild

Children play in the grazing paddocks of the Midlands town

SCHOOL TO WORK

Clearing the way: community service has taken various forms, now young volunteers in schools is suggested.

Unions angry at youth volunteers idea for schools

Hilary Wilce reports on the revived debate about a national community service scheme

Teacher unions reacted angrily this week to suggestions that hundreds of thousands of young volunteers could be drafted to help in schools.

In research published this week Professor David Marsland, professor of sociology at Brunel University, outlines how 300,000 full-time youth volunteers could be drafted immediately into education, health and the social services.

However, Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said the scheme was a false cure for unemployment. "And it indicates just how people underestimate the difficulties of supervising children."

A spokesman for the National Union of Teachers said: "I can think of virtually nothing that volunteers could do that would not be taking a job away from a paid worker, whether a teacher, a technician, or a manual worker . . . I suppose they could pick up litter in the playground, but then that is really the job of the school caretaker."

But Professor Marsland said he had talked to many teachers and had met "no thoroughgoing resistance" to the idea of volunteer helpers.

"I think, for many, it is a question of ideas competing in their heads – that is, they are sympathetic to the plight of unemployed young people, but they are also strong trade unionists."

Most acknowledged there were needs going unmet in schools, he said, and to say that there was nothing volunteers could do was "ludicrous" and unrealistic.

Professor Marsland's work was published along with the findings of an opinion poll which showed that 84 per cent of those between 15 and 24 who were interviewed want the Government to introduce a national community scheme for young people.

But the poll of almost 1,900 people, conducted by Market and Opinion Research International for *The Times*, showed that only 28 per cent of young people thought such a scheme should be compulsory, and that financial rewards being equal, the overwhelming majority of 16 to 18-year-olds would prefer either to start a job (42 per cent) or stay on in education (40 per cent).

Nine per cent said they would like to join the Armed Forces, more than twice the number (4 per cent) who said they would opt to take part in community service.

Professor Marsland's study was commissioned by Youth Call, a body which has long been pressing for a national voluntary community service scheme.

The findings have reopened debate on crucial aspects of any such scheme, including whether it should include a military option. Many questioned in the poll felt a military dimension to the scheme that would put off the three-quarters of young people who reject the idea of conscription.

The problem of incentives has also been raised again, with the most appealing to young people being a certificate of achievement, followed by a bonus payment for completing the scheme.

Youth groups which reject the proposals say they are a way of using cheap labour, weakening the trade unions, and depriving young people of proper training.

But Professor Marsland maintains that his detailed proposals for where volunteers might be placed avoid any hint of job substitution.

After looking closely at the education service in Hounslow, Hertfordshire and Leeds, and translating his estimates onto a national basis, he suggests that 175,500 volunteer placements could be found in schools, colleges and the youth service immediately.

Among the tasks suggested for volunteers are organizing outings and leisure activities, assembling special school materials, clerical and secretarial assistance, helping pupils with reading and number work, mending furniture, developing sports, helping with youth workers' research, working on school grounds, helping out in labs and libraries, and working on lunch and evening activities.

Two detailed case studies are included in the report. In one, a primary and nursery school of 150 pupils in a touch inner city area, three girls were already working on work experience placements, doing mainly clerical, secretarial and administrative work.

"Despite the headteacher's fundamental scepticism about any merely 'palliative' approach to youth unemployment it does not prevent her showing real enthusiasm about the idea of help with the work of the school through community service," the report notes.

Discussion with teachers suggests there is work for at least five full-time volunteers. "They would help in the nursery and reception class, as teacher assistants with infants, in the library, in the office helping staff with lists, registers, duplicating, copying and so on."

Five placements in a school with 150 pupils makes 150,000 placements on a national basis, the report points out.

In a second school, a purpose-built community school on a campus containing other public facilities such as a sports hall, clinic and swimming pool, the report spots scope for helping with physically handicapped pupils, helping technicians with audio visual aids, working in the library and office, and for portering, security and reception work. Volunteers could also help run "Mums' groups", now serviced by staff.

"The school has some 700 pupils, with a staff of 45. By the time I had finished talking with staff and looking round we had practically set up a scheme involving 20 young people on community service," Professor Marsland writes.

He maintains that there are four particular advantages to having young people work in schools; their youth makes them able to communicate with pupils, they are involved in an area where their own experience makes them "natural experts", they can offer practical skills in areas like sport and music, and young men can provide alternative role models in largely female-run primary schools.

But findings from the MORI poll show that far more girls than boys are interested in volunteering for "teaching young children" as a community service option. Only 14 per cent of young men said they would prefer this work to other alternatives, against 49 per cent of young women.

Work to be done, Professor David Marsland, £2 from Youth Call, c/o Said Services Department, Springfield, Maidstone, Kent.

Green light for industrial studies centre

by Diane Spencer

King's School in Grantham has been given the go-ahead by the Department of Trade and Industry and Lincolnshire education authority to set up a centre for industrial studies.

The centre, thought to be the first of its kind, will be staffed by an industrialist and a teacher, said Mr Derek Lee, head of King's.

The industrialist will, he hopes:

- Identify gaps in the school curriculum and make it more relevant to the needs of industry; and
- Help sixth-formers to set up and run a company so they can get practical experience and establish a resources centre.

The local authority has donated a house in the middle of Grantham for the centre and will fund 25 per cent of the cost of £86,000 over two years. The DTI has given 50 per cent and Mr Lee is confident that the rest will be raised from local industry and research organizations.

This idea grew out of his staff's involvement in the CBI's Teachers in Industry scheme. "But it was always one-way traffic – industrialists never came to work in school", Mr Lee said.

So he approached the DTI with the idea and got a "warm and sympathetic response". The scheme should get underway next April with staff appointed by next September.

The centre will be used by other schools in the area, and by local firms for meetings and for displays and exhibitions. Although it will operate as a pilot project Mr Lee hopes it will carry on beyond the planned two years.

"We don't intend to turn out a lot of Arnold Weinstocks, but it should make our pupils much more aware of the place of industry in the community."

Like a lot of other schools, King's has at least a dozen liaison schemes with local firms for work experience so the centre would tie them all together and make more of an impact on the ethos of the school, he said.

So far he has not decided whether to appoint one person, who would have "broad management experience" for two years or to have a different one every six months.

Training plan 'not for election'

The Joint Labour Party-TUC plan for training is not a policy for the next election, Mr Barry Sheerman, the shadow training minister, said this week.

"If I thought it was I would be pretty dismayed" he told a Socialist Educational Association fringe meeting at the party's annual conference at Blackpool on Monday.

The joint statement was a compromise which the Labour education front bench regarded as a stepping stone in hammering out radical new policies which will not necessarily be enmeshed with the MSC as at present constituted – or with the MSC, full stop".

Careers Diary

by Brian Heap

Neat and tidy clearing systems have many advantages for universities and colleges, but they also have their limitations and dangers. This is particularly the case of physiotherapy courses, as in many instances the first choice is the only real choice for applicants. Such is the competition for places. I have never heard of any applicants being made offers by their second and third choice colleges.

The Universities Central Council on Admissions system also creates some problems for applicants. This week one of my former sixth-form girls, a committed biological scientist, received an offer of a university place at Brunel to study Design and Technology – a course requiring a sensitivity for art and design and an interest in teaching! Fortunately, she is not determined to go to university at all costs and rejected the offer.

I am not suggesting that there is only one career or group of careers for every school-leaver, but the irrationality of this kind of offer can obviously prove highly detrimental to a student in the long term.

Physiotherapy training

Plans for the Polytechnic Clearing Admissions System are now well into the pipeline and the application form at present looks very similar to the UCCA form. From September next year students applying for places at polytechnics in 1986 could choose from four degree or DipHE courses and have a choice of two other courses, for example, the Higher National Diploma.

This year, however, poly applicants can still apply for a range of courses, deferring a final career decision until next August. For university applicants such flexibility is limited but still worth considering. For science courses a choice of options at the start is available in the Welsh and Scottish universities and at Aston, East Anglia, Essex, Lancaster, Keele, Nottingham, Reading, Southampton and Sussex. For social sciences this is possible at Scottish and Welsh universities, Birmingham, Bradford, East Anglia, Exeter, Manchester and Salford.

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Pulling the jobless out of 'car parks'

FRANCE

Mary Follain on how the new Prime Minister is tackling youth unemployment

Three weeks after his promise on television that by 1985 all school-leavers under 21 would at least be offered some job training, the Prime Minister M Laurent Fabius, has announced details of new training plans for young people at a total cost of up to three billion francs (£250m).

Paris hopes to place an extra 300,000 young unemployed between the ages of 16 and 25 on the 20 or more different types of on-the-job courses already in existence, despite often-voiced criticism that these are often *parkings* (car-parks) for the unemployed, and hopelessly ill-suited to industry's needs.

M Fabius hopes to entice others into community jobs on a large scale – up to 75,000, he says – following Sweden which has significantly reduced its numbers of unemployed, an example France desperately needs to emulate.

The new plan coincides with a forecast from the Paris-based Organization of Economic Cooperation and Development that whereas 12 other countries (including Britain) will see an improvement in youth unemployment figures, France alone will face an increase. Nearly 25 per cent of her youth labour force is unemployed and this is expected to rise to 28.5 per cent in 1985.

Unemployment will certainly be a crucial factor in the parliamentary elections of 1986 and the already declining popularity of the Socialist government is unlikely to weather any increase. Previous attempts to solve the problem by state intervention have produced few results and even the kindest of critics accuse the government of well-meaning bungling.

M Fabius has appealed for a combined effort from all concerned and warned against expecting too much from the state. An agreement signed last October between the employers' association and the trade unions assured him of their cooperation in the youth training programme, which is financed by industry and should provide for up to 300,000 extra places 16 to 25 year olds.

The state will finance places for a further 100,000 18–20 year olds giving them three months' work experience. It will also provide 100,000 others between 18 and 26 with "work-training contracts" which mean they are employed full-time for the duration of the course.

In all, this adds up to a total of 500,000 extra places, in addition to more than 400,000 already announced last June. If everything goes to plan this will mean nearly 900,000 fewer unemployed over the next two years.

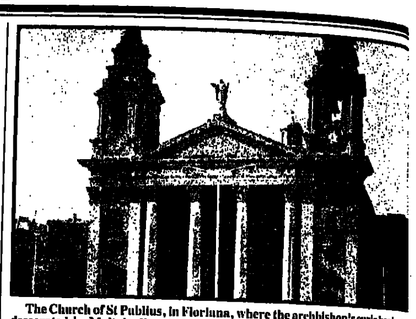
In addition, the education ministry will give 60,000 school leavers and students the chance of an extra year of study within the education system, and 20,000 apprentices will be offered an extra third year at the end of their two-year apprenticeships. The Technical Institutes (roughly equivalent of polytechnics) have been asked to take in an extra 3,000 students, and engineering schools an additional 1,000.

The only new element in this new round in the fight against youth unemployment is the plan to offer young people low-paid community and environmental work for 20 hours a week. This is not aimed at the under-privileged or the maladjusted but will, it is hoped, take hundreds of thousands of all kinds of young people off the dole for six months to a year. Some could be sent to work in underdeveloped countries.

This initiative has been given a very mixed welcome. Professor Bertrand Schwartz of Dauphine University, an adviser to the Prime Minister on the youth opportunities programme, says that the success of the new scheme will depend on adult reaction. "If adults are scornful when they see young people clearing scrub or shopping for the old and take the negative attitude that it's only right, the lazy, young layabouts should be given something useful to do, then the youngsters won't want to take part."

He believes it will be beneficial for young people to have the choice between a course and a community job. "There are times when they need to get out and do something." He would like to see better coordination of the various bodies involved in training schemes and increased decentralization.

Reaction from the trade unions and employers has been lukewarm. They complain that the Socialists' anti-unemployment programme does nothing to create new jobs or stimulate the economy, nor does it attempt to improve the content of training schemes.



The Church of St Publius, in Floriana, where the archbishop's curia has been desecrated in Malta's dispute over private education.

Church schools stay shut in face of Labour mob threat

by a Special Correspondent

MALTA

A last-minute decision by the Archbishop of Malta, Mgr Joseph Mercieca, and the Bishop of the nearby island of Gozo, Mgr Nikol Cauchi, not to open all 72 church schools this week has possibly averted serious incidents near the schools, but the Church-State dispute over the future running of private schools on the islands is far from over.

The Labour Party threatened to send its army of "soldiers of steel" to the schools to augment security forces which would have been sent there to prevent schools from breaking the law – which they would have done had they opened in defiance of Government forces on Monday.

Twenty thousand boys and girls attend kindergarten, primary and secondary private schools, the majority of which are owned by the church. They represent a third of Malta's pupil population.

The bishops' decision is thought to have been largely influenced by attacks by a mob of lorry-borne dockyard workers who on Friday desecrated chapels and wrecked offices at the archbishop's curia in Floriana, about a mile from Valletta, the capital, and also caused damage to the law courts in Valletta itself.

The most that could be hoped from the lull and very definite easing of the high tensions of the past few weeks, is that a way may be found for fresh talks between the two sides. However, neither side appears willing to back out from its already stated position.

The police are maintaining a round-the-clock guard on all church schools and no one except the priests and nuns who run them is allowed into the buildings.

The Labour Party, while calling for "volunteers" to return to work, has said it will call them out again should the need arise.

Meanwhile, many parents of children who attend private schools are breaking the law by keeping their children at home.

Although the Government had opened four new schools to accommodate pupils from eight Church schools whose licenses it has revoked, since since there continues to be low. Many pupils are said to have enrolled for the schools opened on September 1, but of 1,616 girls who previously attended schools run by nuns, only 18 were at school on Monday.

To make matters worse, a strike by state school teachers ordered by the Movement of United Teachers has been extended, and schools are being run by a skeleton staff of teachers supported by parents.

The Church-State clash has arisen from a Government decision that all schools should provide free tuition, which it claims is a socialist principle from which it will not move.

Dr Carmelo Mifsud Bonnici, the Education Minister and promised successor of the 68-year-old Prime Minister, Mr Dom Mintoff, sent the schools a set of conditions, principal among which was that they should not charge fees.

These were rejected, with the Church saying it could not afford it and, as a result, the Government told them they would not be allowed to reopen on October 1.

All-night talks avert strike

ISRAEL

The threat of a national teachers' strike has been averted by an all-night session between officials of the teachers' union and representatives of the education and finance ministries.

The principal bone of contention was the teachers' demand for an 8 per cent "parity bonus" to bring their salaries in line with those of engineers. The Government maintains this is impossible in view of the severe economic crisis confronting the nation.

The worsening economic situation, which has already led to a 3 per cent cutback in teaching hours compared to last year, could lead to the firing of 1,000 teachers if the finance ministry does not waive its demand for further cutbacks, according to Mr Eliezer Shamueli, director-general of the education ministry.

The cancellation of a highly successful tutoring programme involving 12,000 university students working with children with learning difficulties in underprivileged neighbourhoods, by the Education Ministry, had to be revoked after widespread protests.

● Mr Zevulon Hammer, education minister of the outgoing government, is expected to be succeeded in a national unity government by former president, Mr Yitzhak Navon of the Labour Party, one of the most popular figures in the country.

Mr Hammer, an orthodox Jew who is a member of the National Religious party, denied at a press conference recently that Jewish studies had been emphasized in the school system under his regime at the expense of other subjects. He said he had initially placed special emphasis on Jewish studies because of severe shortcomings in this area in some schools.

Steven Plaut

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Discipline 'worse since cane ban'

IRISH REPUBLIC

John Walshe on teachers' views of the effects of abolishing corporal punishment

Over a third of Irish primary teachers feel that school discipline has suffered since the official banning of corporal punishment in February 1982.

This is among the findings in a survey of teachers conducted by the Dublin West branch of the Irish National Teachers' Organization. A total of 364 teachers took part in the poll.

Teachers rated lack of discipline in pupils' homes, lack of parental support, and lack of parental involvement in matters of discipline as the three most important reasons for indiscipline in schools.

A fifth of the respondents felt their teaching effectiveness had suffered since the abolition of corporal punishment, while 40 per cent agreed that discipline in their schools had suffered.

Thirty per cent of teachers were spending six to ten minutes per hour dealing with discipline problems and 13 per cent were spending 11 to 15 minutes per hour.

Fifty-eight per cent of teachers expressed satisfaction with their school discipline policy as opposed to 24 per cent who were dissatisfied.

Ninety-four per cent of teachers viewed parental involvement in education as important especially when discipline problems arose.

Seventy-eight per cent of teachers felt that parents should be held responsible for the behaviour of their children in school. This raises the possible viewpoint that teachers see a certain diminution of their long accepted position that they stand "in loco parentis" while educating.

A surprising result was that 47 per cent of teachers agreed that disruptive pupils whose parents cannot or would not assume responsibility for their behaviour in school should not continue to be catered for within the school system.

The vast majority of teachers disagreed with the abrupt manner in which the ministerial order prohibiting corporal punishment was introduced – they felt that teachers and their organizations should have been consulted before the decision was taken.

Ninety-five per cent of teachers surveyed wanted the Education Ministry to lay down legally based guidelines and strategies to deal with serious and gross pupil behaviour.

When he banned corporal punishment the then minister, Mr Liam Boland, said he hoped individual schools would work out their own approaches to dealing with disciplinary matters – but this did not happen and instead temporary guidelines were agreed between managers and teachers.

A committee was set up by one of Mr Boland's successors, and this is expected to report shortly. A leaked draft of the committee's deliberations showed that it is considering the introduction of soccer-style yellow and red cards for misbehaviour.

It envisages that a yellow card would be sent to parents or guardians if it were necessary to seek their cooperation in dealing with problems such as absenteeism, vandalism, or lack of punctuality.

If the problems persisted, a red card would be delivered personally or sent by registered post requesting an interview with parent or guardian. This would mainly be for persistent misbehaviour or serious breach of discipline.

Suspension of pupils would be considered for a single instance of grave misbehaviour or repeated instances of serious misbehaviour.

Gay teachers face sack in state crackdown

AUSTRALIA

Luis Garcia on why Queensland is taking a tough line

The Conservative government in the northern Australian state of Queensland is to sack teachers who publicly declare they are homosexual.

Mr Lin Powell, the state's minister for education, introduced the tough measure following at least two recent court cases involving teachers convicted of sexually abusing their students. In both cases the courts criticized the Queensland education department, teachers and parents for failing to act when complaints of sexual abuse were made by the students.

A few weeks ago, the Queensland Court of Criminal Appeal increased the sentence of a former school headmaster from six months to three years in jail, after the man had pleaded guilty to nine counts of having indecently assaulted boys under 14. And in the city of Townsville late last year a teacher was convicted on four charges of having indecently assaulted schoolgirls and five counts of exposure.

At the time the judge said that the matter was complicated by the fact that the education department had received complaints about the teacher's activities over a number of years dating back to 1959, but had ignored these complaints.

These two cases in particular have caused an uproar in a state which is generally regarded as Australia's most conservative, and where fundamentalist religious groups have considerable influence.

Mr Powell said that strong action would be taken immediately to investigate complaints about teachers who physically or sexually abused students. "Anything that dilutes the public view of what a teacher should be, will not be tolerated," he said. "The welfare of the students in our school system will be our prime consideration."

Mr Powell has a history of action against homosexual teachers. A few weeks ago he was instrumental in having organizers of a homosexual festival at the University of Queensland withdraw a panel discussion on paedophilia from the conference agenda.

Mr Powell's announcement has come under attack from political opponents and from gay groups in Queensland and from other states, where the regulations regarding homosexual teachers are relatively liberal.

In New South Wales and Victoria the official line is that teachers are not employed on the basis of race, skin colour, religion or sexual preference, and that no action is taken to investigate a teacher's behaviour in school. But according to the Sydney-based homosexual lobby group, the Gay Teachers and Students Association, harassment and discrimination against homosexual teachers in public schools is not uncommon despite the recent introduction of anti-discrimination legislation which makes it an offence to discriminate on the grounds of sexual preference.

The association claims that a great many homosexual teachers are scared to "come out" because of the backlash they can expect from their school colleagues and students.

Study highlights co-ed drawbacks

The phasing-out of single sex schools could be one of the reasons why government initiatives to counter sexism in schools and improve career prospects for girls over the past decade have failed, according to a new national report.

While the evidence was ambiguous, research had shown that many girls feared being successful in the mixed and highly competitive environment of a co-education school, the report says.

Schools for girls were normally free from some of the forms of sexual harassment found in co-educational schools, and were not subject to the "territorial defence behaviour" of boys.

The report, *Girls and Tomorrow: the challenge for schools*, was written by a 10-member all-woman working party set up by the Commonwealth Schools' Commission – the main advisory body to the federal Government – in 1981.

It is the first major national review of girls' education since the publication of the then controversial and highly praised 1975 study, *Girls, Schools and Society*.

The report said that in a single-sex girls' school, the space and the teachers' time and attention would be exclusively devoted to girls.

This could well be important, particularly in traditionally male disciplines and subject areas such as mathematics and the physical sciences. However, even in single-sex environments, insensitive teachers can behave in ways which make girls feel unimportant, peripheral to mainstream (male) society and restricted in terms of the options available to them in life.

"In very powerful ways single-sex schools can still enforce messages about 'femininity' and sex stereotypes through peer group and teacher pressure on girls who do not conform."

It was also significant that in many girls' schools tuition fees were normally lower than those in boys' schools, which could be an indication of the lower value set on the education of girls.

In some co-educational schools, single-sex classrooms had been introduced for subjects such as mathematics, and this area should be further explored by the Schools' Commission, the report suggests.

Despite attempts to counter sexism in schools girls remain severely disadvantaged.

In most Australian states, single-sex schools have been gradually abolished over the past 15 years and replaced with co-educational schools.

In New South Wales there are only 29 boys-only schools and 28 girls-only schools left, out of a total of more than 2,000 government schools. The education department's policy is to phase out all single-sex schools.

The commission's report found that, despite the initiatives introduced by federal and state governments since the mid 1970s to counter sexism in schools, girls continued to be severely disadvantaged.

"The quality of girls' education does not match that of boys' in terms of developing confidence and self-esteem or marketable skills. There are still fewer resources for girls' schooling than for boys' (and) teachers continued to allocate less of their time to girls than to boys."

This resulted in girls underestimating their own capacities and gaining a restricted image of the future. Many left school lacking confidence and poorly equipped to make conscious and informed decisions about future lifestyles since their options had already been limited by the content of their school courses.

"They are likely to drift aimlessly into unsuitable employment, into unemployment or into situations where they have little control over their own destinies."

A relatively small number of girls were taking part in courses such as mathematics, the physical sciences and technology which were traditionally male-dominated areas, the report added.

This was severely limiting girls' employment and tertiary education options.

"In terms of curriculum, progress towards a non-sexist education has been slow and piecemeal, (and) schools are not providing girls with the necessary information and skills on which to base decisions about their post-school life. Many curricula reinforce girls' perceptions of themselves as subordinate to and less competent than boys, and their values and opinions as less important than those of males."

The report has recommended that the federal Government should formulate a national policy on the education of girls which would provide the necessary direction for nationwide change, and a model for schools to follow.

It also recommended that:

- Measures be taken to promote more women to senior positions in school hierarchies.
- Curriculum content at all levels be changed to make it less male-oriented.
- Action be taken to help teachers and trainee teachers to recognize and rectify assumptions and behaviours which disadvantaged girls.
- Research be conducted into ways of eliminating sex bias in schools.

Luis Garcia

SAT barometer points to change for the better

UNITED STATES

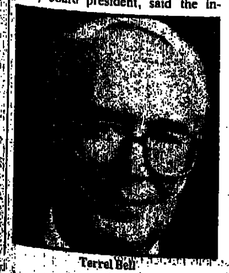
Peter David reports on a long-awaited improvement in school-leavers' aptitude scores.

College-bound school-leavers have notched up the biggest annual improvement in scores on the national Scholastic Aptitude Test (SAT) since the scores began a precipitous decline in 1963.

The College Board, which administers the test to nearly a million high school students, announced last week that in 1984 SAT scores jumped one point in the verbal section and three points in the mathematics section for a total increase of four points. Mr Terrel Bell, the Education Secretary, hailed the scores as an encouraging sign of academic recovery.

SAT tests are taken voluntarily by American secondary school students who hope to enter higher education. Although originally designed to help colleges select applicants, they have become a barometer of school performance. When the scores began to decline in the 1960s, they triggered a national debate on the poor quality of secondary education.

Despite signs of recovery the College Board warned against complacency about standards. Mr George Hanford, board president, said the increases were small compared with the many years of decline.



Terrel Bell

This year, the national verbal average rose to 426 from 425, while the mathematics average increased to 471 from 468. In 1983, the verbal average fell by one point to 425, although the maths score rose a point to 468. In 1982 there were small rises in both maths and verbal scores wherens there were no improvements in 1981, when SAT scores hit their all-time low.

According to the college board, this year's improvement in mathematics was largely attributable to better performance by girls, whose scores rose four points compared with two for boys. Boys, however, improved their verbal scores by three points while the girls showed no change.

Mr Hanford, cautioning against reading too much into scores on tests that are not taken by all schoolchildren, said the board could not be sure of the reason for the improved performance.

"Better instruction over the years, as well as increased study of academic courses are probably involved, but we still have a long way to go. The time is ripe for a major commitment of resources to help the schools magnify and accelerate the improvement."

A long-term decline in the number of school leavers planning to teach has finally ended, however, with a slight increase in the number choosing education courses. Intending teachers also improved their average SAT scores this year by four points on the verbal section and seven in maths over 1983.

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Nursery role

Sir – We write as a team of nursery teachers and nurses working in a large open-plan nursery unit and read with interest the findings of Barbara Tizard and Martin Hughes (*TES*, September 14). We were not surprised to learn that home-based learning was apparently more effective than that in the nursery and happily accept that parents can be the most effective teachers of their own young children.

It is, however, our experience that many parents feel a degree of isolation and stress during their children's earliest years and an ever increasing number are coping singlehandedly. We believe that nurseries have a critical part to play in supporting parents in their demanding role and that as professionals we should be using our expertise to reinforce parental confidence, not undermine it.

For this reason, we find ourselves becoming increasingly family-orientated and as we establish trusting relationships with parents, so we feel the gap between home and school becomes narrower – for only when we become familiar with the child in the family context, can we hope to integrate these aspects of experience into the nursery curriculum.

Making the nursery environment more home-like pays dividends.

Our observations convince us that the activities most likely to promote the "leisurely conversations" the researchers claim are rare in nurseries, are those which are closely related to the real world of family life, generally task-orientated and lend themselves naturally to shared experience between adults (both staff and parents) and young children. They also serve to widen horizons, offer mental and physical challenges and stimulate lively conversation. We recognize the "persistent curiosity" and "puzzling mind" of the four-year-old and believe that to create a context in which the child is confident to talk freely and pursue individual interests, we need to adapt our practice to make the nursery environment more "home-like" and much less "school-like".

In practical terms, this has led us to abandon a number of traditional nursery practices and to keep the school-like routines of time-tabling, clockwatching, and staff duty to a minimum, in order that staff are free to spend as much time as possible in relaxed interaction with children and parents. Comfortable sofas and easy chairs have become indispensable props.

We find that working in such an informal and flexible way requires extra planning, staff discussions, careful monitoring and continuous appraisal, demanding that we have a close and trusting team. The implications, we believe, for the training of both nursery teachers and nursery nurses.

While we remain aware of the problems of working effectively in large open-plan unit, we do believe that by adapting our educational approach, it is possible to create a stimulating, challenging and rewarding environment which is designed to enrich home-based learning – and to offer an alternative to it.

ANNA HOUSE, JACKIE PIRIE, CAROL WILLIAMS, JUDY HOWE and ANNE MASSEY
Carlton Park Infant and Nursery School
Carlton-in-Lindrick
Worksop
Notts

Keeping the peace

Sir – It was with some surprise that I read your article on Eaton Hall International (*TES*, September 21).

I am at present at Eaton Hall on a course in teaching English as a foreign language. While it is true that during the week there are around 200 police billeted in the college, I have at no time found their presence disagreeable.

Although they have to leave for work at about 1.30 am, they must do so quietly as my sleep has never been disturbed. Their presence in the bar has, in fact, added a certain ambience, (who likes an empty pub anyway?). They have been given their own television viewing facilities and no longer use that of the students.

While I do not suggest that the complaints received were unjustified, I believe that the college acted quickly and effectively to remedy the problems.

I would like to add that, backed by the unstinting help of the course tutors the Dip Tesp course that I am attending is proving to be every bit as interesting and stimulating as I had hoped.

CHRISTINE BRAITHWAITE
Chambre de Commerce et d'Industre
Perpignon
France

A bitter pill that would rejuvenate the profession

Sir – Your leader (*TES* September 21) was of considerable interest to me. As the husband of an (acting) senior teacher in a Bradford comprehensive, I can report that she works a lot harder in her role than I do as a GP in a middle-class suburb. What really interests me is your survey's findings that teachers recognize that there are many inadequate and incompetent colleagues in their midst, and that "something should be done."

Shaw commented that "all professions are conspiracies against the laity", an idea repeated more recently in "Disabling professions".

In my profession, if we could either improve or get rid of the manifestly worst 10 per cent of our colleagues, we could bank our pay cheques with a clearer conscience that "professional standards" meant something and that the taxpayer who foots the bill is not being misled.

This is not a new problem, and the fact that it is hardly ever discussed, still less faced, tackled or solved, simply shows what a difficult problem it is.

Nevertheless, some kind of audit, re-certification or genuine professional sanctions must soon be undertaken, if sufficent progress is to be made.

Merely to groan on about pay and conditions may be important, but it misses the crucial point.

DR S E JENKINSON
Newton Way
Baildon
Shipley

No faith in their own product

Sir – I wish that I could take comfort from your NOP figures (*TES*, September 21), which would seem to indicate that teachers are turning away from the Tories. I somehow doubt it, but the proof will obviously be teacher voting figures after the next General Election. There must, however, be a strong streak of masochism in the profession when after five years of educational butchery by the Tories, 25 per cent of teachers would still vote for them.

The really damning statistic, however, in the NOP survey is that some 12 per cent of primary teachers and 11 per cent of secondary teachers are sending their children to private schools!

How on earth do these teachers expect parents to have faith in the state system when teachers who draw their salary from it, are opting their own children out of it?

JOHN HODGSON
48 Capel Avenue
Peacehaven
E. Sussex

NUT and INSET

Sir – It is unfortunate that your headline: "NUT accepts loss of special training courses" (*TES*, September 14) gives a misleading impression of the NUT's response to the ACSET report. In fact the submission stresses most strongly our view that the NUT cannot support the recommendation to discontinue specialist initial training courses as recommended in the ACSET report until equivalent post-experience in-service courses are developed to provide high quality preparation for teachers of children with various disabilities including hearing impairment. In developing such courses, the experience of those currently providing initial courses should be fully utilized and centres of expertise in training to meet special needs should be safeguarded. We also welcome the idea advocated by the report of involving experienced serving teachers in devising new training courses.

A whole range of new in-service courses needs to be revised to meet changing pattern of special education provision for the future, and the NUT supports the ACSET report's general philosophy and approach. However we are concerned to protect the interests of children with disabilities/learning difficulties by ensuring that teachers are adequately trained to meet their needs. For this reason we urge that teachers with specific responsibility for special educational needs should have a *mandatory* in-service qualification. This suggestion is intended to strengthen the ACSET proposals and to guarantee for the children the quality of education which they deserve.

ALAN EVANS
Secretary
Education Committee
National Union of Teachers
Hamilton House
Mabledon Place
London WC1

Lecturers' training

Sir – In its splendid advice to the Government, the University Grants Committee proposes a number of significant innovations relating to university teaching.

These include the possibility of modular courses and credit transfer schemes to meet the needs of more broadly educated entrants; making continuing education a major responsibility of the universities; providing up-to-date curricula and learning resources; developing computer awareness for staff; taking full advantage of advances in technology to increase teaching effectiveness.

Such innovations are not easy to achieve and some have been tried before with marked lack of success. A reason is not too difficult to find – such innovations require not only an experienced, but a trained teaching force.

It is therefore particularly to be welcomed that the UGC wants universities and the Committee of Vice-Chancellors and Principals to "join in the question of training and staff development for new and existing staff". The UGC also considers that excellence in teaching could constitute a ground for an increase in grant.

May we suggest that such excellence might be best achieved through an in-service staff training and development unit and that real evidence of substantial provision in that area would be looked for in the first instance be a more appropriate ground for a grant increase.

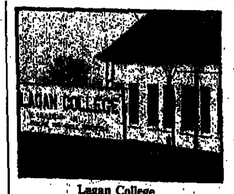
DAVID BOUD, JOHN COLOMBO, PATRICIA CRYER, PAM INNES, NICOLOO LEWIS ELTON, DAVID HOUNSELL and DESMOND RUTHERFORD
Staff Development Group
Society for Research into Higher Education,
University of Surrey

An end to caning

Sir – I observe in your report (*TES*, September 7) on the document produced by STOPP that in four authorities, all secondary schools retain the use of the cane. I have written to the anti-caning organization, with whose aims I am in agreement, that this is inaccurate. Hookergate School under the Gateshead authority has a clear statement in its prospectus of the school sanctions, and corporal punishment is not included within the list.

The final "justification" for corporal punishment rests on what is accepted as the behaviour of a reasonable parent, which eventually must rest on the majority view of parents. Perhaps when more and more parents who believe, as I do, that institutionalized and formalized violence can never be part of an adult-child relationship personally object, caning will rapidly disappear.

D A ROBERTS
Headteacher
Hookergate Comprehensive School
Rowlands Gill
Tyne and Wear



Lagan College

Lagan not alone

Sir – As someone who has taught in Belfast for the past 20 years, I am becoming a little tired of the continuing media coverage of the Lagan College which represents that school as a unique haven of tolerance and compassion in our Province.

Sara Parker's article (*TES*, September 14) makes the assumptions that integrated education is self evidently a desirable objective for our children and that all the parents of Lagan College children have sent them to school principally with that objective in mind.

I would challenge both these assumptions and would remind readers that the bringing together of young people and the encouragement of tolerance and understanding is quietly taking place in many schools both inside and outside the education system.

FRAZER THOMPSON
118 Marlborough Park Central
Belfast

Career-minded

Sir – The Manpower Services Commission's recently published review of the first year of the Technical and Vocational Education Initiative makes interesting reading. It is surprising and disappointing though that the important role played by careers officers has not merited a mention.

In such a new venture, careers information and objective vocational guidance assume extra importance for pupils and their parents. Indeed, in most of the original 14 pilot schemes an additional careers officer post was included. Local project directors would no doubt confirm the important part they have played in planning with local steering groups, in providing careers information and guidance, and in acting as a link between school and employer to provide the required work experience.

Mr John Woolhouse, TVEI unit director, joined a day conference arranged by the Institute of Careers Officers some weeks ago. He will now recognize the quality and importance of the contribution made by careers officers to this exciting initiative.

M J EASTWOOD
Senior Vice-President
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Silence doesn't mean acquiescence

Sir – The Green Paper "Parental Influence at School" was published in May, 1984. It was rapidly out of print, the copies being presumably snapped up by l.e.a.s. This means that by the time schools had come out of the examination season, information on the proposals was hard to come by.

In Berkshire we were lucky in that a summary of the Green Paper was produced by the l.e.a. and made available to all who were "interested". It just so happens that a governor of the school we represent as teacher governors works in the l.e.a. He found out about the summary and circulated it to our governors. He also convened an extraordinary meeting to consider the proposals. We eventually considered them on September 17 and will therefore beat the deadline of October 1 for returning comments to the Secretary of State.

We know of few other governing bodies in as fortunate a position as ourselves. Some governors, in isolation until the next scheduled meeting (which stands a good chance of being after October 1) will have only received the vaguest information about the proposals. They will therefore not respond. The fact that our governing body viewed many of the proposed changes with alarm will stand little chance of persuading the DES.

We would urge that what could well be a small response to the Green Paper from governing bodies is not taken by the DES to be acquiescence. The timing of the proposals, the way in which they have been disseminated, and not the content of them, make it probable that the response will be poor. How can a paper which requires the production of an annual report from governors "free of charge" (whatever that means) be taken seriously when it can't get its own circulation right in the first place?

NORMAN LAW and
PAUL BULLOCK
Staff Governors
Wainsel's Copse School
Woodley
Reading

Parent governors

Sir – I read Andrew Bennett's article, "The horror stories that parents tell" (*TES*, September 21) with great interest, and I could add a few stories myself: for example, the county councillor (not from Clwyd, I hasten to add), who in October 1983 said (I heard him) that you couldn't have parents on governing bodies because they didn't know how to behave in committees.

But horror stories and gossip should not cloud the issue. Parents should have a greater say in school management. The 1980 Education Act made statutory provision for two parents on governing bodies – a mere token gesture towards partnership, and slow progress has been made in some areas towards it implementation. The 1981 Act limiting the number of seats held by county councillors has increased patronage, the local member can now choose up to five governors to support his view at meetings of the governing body.

I agree that greater parental awareness of the work of the governing body and parent governors is essential – this takes time and effort on the part of Government, l.e.a., teachers and parents' organizations like the National Confederation of PTAs. When, and only when, parents participate in school government as equal partners with teachers, elected members and community representatives, then the greater their contribution will be because at last there will have been a positive acknowledgment that parental influence has value.

Further, if the work of the parent governor is supported by an active home school association, the greater will be the knowledge and understanding of the school-gate mum. It is the classic chicken and egg situation.

No one expects changes in the structures of governing bodies to cure all the ills on the education service, but there is sufficient evidence to indicate that the greater interest parents take in their children's education, the better that child's progress at school will be. So why hesitate?

Recently, I chaired a crowded meeting of parent governors arranged by Clwyd Federation of PTAs to consider the Green Paper and the NCPTA response – these parent governors were serious dedicated individuals, concerned not only for their own children, but for all the children in their schools, and for the education service as a whole. The majority had attended the two parent governor conferences arranged by the federation this year, plus the l.e.a.'s training course.

Believe me, Mr Bennett, those parent governors and many many parents have no taste for further procrastination. The debate has been long and constant since the publication of the Taylor Report in 1977.

We parents want equal representation with teachers, elected members and community as recommended by Taylor and restated in detail in the NCPTA response to the Green Paper.

SHEILA NAYBOUR
Chairman, Clwyd Federation of PTAs
Vice-chairman, PTAs of Wales
Mold
Clwyd

Unduly negative

Sir – I have read the article on children's knowledge of the Third World (*TES*, September 7) with interest. The results quoted are very similar to those from my own research. 250 children in Bradford and Kidderminster were presented with a blank map of the world and asked to shade in the Third World. Every child shaded at least some part of Africa, while only one or two shaded South America or parts of the Caribbean.

However, I fear that the article probably only told half the story. From my own work, I would suggest that those children who knew "something" about the Third World (i.e. the 77 per cent who knew about Africa) may have had a very distorted view of it. With my use of the term "Third World" suggested starvation, poor agricultural practice and people unable to look after themselves in all of the children's minds. Not one spoke of technological advances that have been made; the Green Revolution or any positive feature of the countries. Although many of the children suggested that the images came from the television, a significant number suggested geography, history and RE lessons as being the source of the images. This, I fear, is true. An examination of many of the textbooks in school would show this. Therefore I think it is important that we not only teach about the Third World in our lessons, but that we also present a more balanced picture of the areas in which the majority of mankind live.

Many children are unaware of the Green Revolution that has occurred in some Third World countries.

BRIAN ROBERTS
Geography Department
Orwell High School
Felixstowe

Bright backdrop

Sir – Against the backdrop of discord and disharmony between teacher and employer these last few months, it is a particular pleasure to be able to point to areas of progress, industry and some very professional diligence and activity.

The Secondary Science Curriculum Review is an organization predicated upon the goodwill and professional enterprise of teachers through their commitment to curriculum innovation at the local level. It is therefore highly vulnerable at times of disquiet, when goodwill is withdrawn.

Reduction in the Review's activities (incorporating, as it does, some 250 working groups of teachers nationally) has not been consistent – in some areas teachers did withdraw from activities seen as peripheral to their main duties, in others it was managerial and not curricular aspects that were the targets. On the whole our work of developing the science curriculum continued and was only mildly restricted and we would thank most fully all those involved who give so freely of their time, energy and expertise.

We now enter our second, crucial, development year in high spirits and in awe of the quantity and quality of work that is being generated.

R W WEST
Director, SSCR
101–103 Great Portland Street
London W1

Try us . . .

Sir – The critics of GCE examinations in English (*TES*, August 17 and 31) should consider alternative boards. In *English with Literature*, for example, the Royal Society of Arts tests accuracy and flexibility in the use of language as well as the ability to communicate reading, experience and imagination, and knowledge of texts. We even expect candidates to "demonstrate a knowledge of the basic conventions of writing, eg spelling, punctuation and paragraphing.

Try us.

MARTIN F CROSS
Examinations Director
The Royal Society of Arts
London WC2

Soft option?

Sir – May I ask those teachers who have finished reading the articles in the September 21 issue of *The TES* to cut out the advertisement on page 21 and give it to the home economics department? You will no doubt remember the cute girl with mixing bowl in hand, possibly even containing some highly calorific mixture to compound her sin of having opted for "a traditional girls' subject" as a "soft, comfortable choice".

All teachers are hard pressed to obtain free teaching materials and this could be added to any collection of advertisements used in consumer education. Standards of advertising have risen considerably in the last few years and this one could fill a gap, as it is not usual to find anything so blatantly emotive, prejudiced and clearly ill-informed as to the contents of home economics courses. What a pity the sponsors of this (the Equal Opportunities Commission and Women into Science and Engineering) only advertise in *The TES* instead of reading it as well; since the excellent "Extra" of September 15 on home economics by Dr Eveleen Thorne seems to have escaped their attention.

Most of the education service works under great pressure and I feel it sad if we do not all consider it part of our job to give support and help to our professional colleagues rather than trying to undermine them.

MARY DAVISON
Home Economics/General Adviser Secondary
Wiltshire County Council

Hard sell

Sir – Does *The TES* exercise editorial control over the advertisements it carries? Why, in the September 21 edition do we find a half-page article on classroom male-female equality, and a full page of female legs advertising technology? And, of course, a man was operating the machine.

MARGARET GRIFFITHS
Gaynes School
Brackendale Gardens
Upminster
Essex

Fixed contracts

Sir – While most members of the profession will be disappointed at the recent 5.1 per cent arbitration award, the opportunity, surely, of placing teachers on reasonable pay scales should not be lost in 1984 when talks on a new salary structure could be concluded. Union negotiators, although they may despise certain aspects of a fixed contract, should not deny their members the chance of voting on a scheme which could improve general salaries by as much as £2,000 per annum. Many l.e.a.s may be delighted with the unions' refusal to accept a new contract as it would provide them with an excuse to place the blame for the breakdown of negotiations firmly on the shoulders of union leaders. Moreover, many l.e.a.s may also be seeking another excuse to turn down a scheme of teacher assessment on the grounds that it could be "messy" to implement and cause divisions. In spite of what the media think, most members of the profession are caring and conscientious and merely wish to be paid a reasonable salary for fixed hours and duties.

If the work is being done, why not get paid for it instead of always pleading the "voluntary" cause?

T J BREEZE
Howe Road
Watlington
Oxford

Structural change

Sir – I have only just read the letter "Production Line" (*TES*, August 3) in which your correspondent, referring to a new management structure, asks "Does anyone know of anything like this in the whole of further education?" The answer, is "yes."

This college adopted a new management structure 10 years ago and many others have changed since then, some using the experience of South Trafford and others independently coming to similar conclusions.

It is quite clear to me that the traditional departmental structure leads to a fragmented college while the traditional range of functions of the head of department prevent him (or her) from dealing efficiently with staffing, resources, student problems or academic development.

I do not know Croydon College but it is clear from Mr Phillips's letter (*TES*, September 14) that, as in our case, the purpose of the change is to improve the efficiency of the organization so that students benefit.

FRANK ANSELL
Principal
South Trafford College
of Further Education

Puzzled staff

Sir – Oh dear, Mr Phillips, the principal, has begged all the vital questions concerning the management changes at Croydon College. (Letters, *TES*, September 14). It is no use using terms like "enterprise" and quoting jargon about "line" and "staff" roles. What we really have to know is why the governors chose to set up a working party of coopted governors, mainly from the electronics industry, to make proposals about changing the management of the college; and why this report was adopted with such furtive haste, without reference to good management in further education of which there are many examples.

Staff remain quite puzzled and dismayed. In particular, what exactly is the new role of the principal? Is the person in this post mainly to act as a figurehead?

The new role of vice-principal is that of maintaining the day-to-day management of the college, being responsible for both the academic programme and the resources; but are the faculties so happy with this? The evidence is, surely, that they are feeling distanced, remote from the central powers that be.

I shall be looking for places for my daughters soon, but must seek colleges which are managed in order to advance educational values.

HELEN GARDNER
7 Merton Avenue
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Network for aids

EDWARD PLAYFAIR

How many others were refreshed by Ivan Crowe's smart idea of a central disseminating agency for resources designed by teachers themselves (*TES* August 31). So smart in fact, it is a wonder no one thought of it before.

Having spent much of my summer redesigning teaching materials for just one course, I already have the nagging feeling that something "ought to be done" about another course. The process of material selection, worksheet design and drafting seems endless. Surely, somewhere, someone is doing exactly this to the same course and with the same approach. In fact, I suspect that more "do-it-yourself" resources are used in the classroom than all the published variety put together.

What a sensible idea then for us, as a profession, to establish a library or network where teaching aids can be stored or retrieved. If such a collection were properly indexed, it would then be easy for teachers to consult their catalogue, and with the aid of a computer terminal or microfiche display, rapidly scan the resources available in their chosen area and make their selection for a fee.

The benefits would be manifold:

☐ It should promote diversity by being relatively free of values about content or approach, and allowing the customers to judge the materials for themselves.

☐ It gives vastly greater access to the diversity of teacher-designed materials, and lead to a more effective use of resources (especially time!)

☐ It should lead to high standards of quality and will make it harder for teachers to settle for rushed or messy second-best productions which then prove unsatisfactory in the classroom.

☐ It creates the opportunity for like-minded teachers to cooperate in fruitful partnerships where they are obviously thinking along the same lines, across subject boundaries perhaps.

☐ Far from elbowing publishers out of the scene, it should be the seed-bed from which potential authors or teams can be recruited by them.

There are also problems which would need to be resolved. I would suggest that some of them are:

☐ What type of material should be classified. Should photographs, videotapes, audiotapes and film be included or should the agency initially restrict itself to building up a collection of easily photocopied monochrome sheets?

☐ How should materials be selected and what grounds, if any, should there be for rejection?

☐ What should the balance be between institutional subscriptions, fee-paying for users and copyright payments to authors?

☐ How could the indexing system be designed to stimulate cross-fertilization rather than confine resources to narrow subject areas?

Such an agency could be established at l.e.a. level by enterprising groups of teachers, perhaps it has been already. But to be really effective and innovative it should be a well funded and well-staffed national agency with highly decentralized outlets and managed by a committee of practising teachers, advisers and MROs.

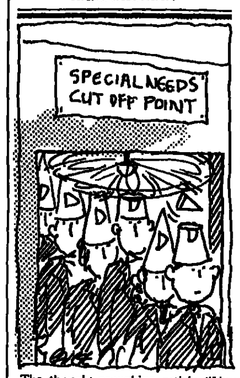
Can we have some correspondence about the idea in *The TES*? If anything is to happen, at least one l.e.a. will have to be persuaded to come forward with a pilot scheme or a working party to look into the proposal. Could we have some indication of the support such an agency would achieve or news of any similar agencies which may exist on a smaller scale?

I think the idea is full of potential and could lead to a real breakthrough in teacher communication. It should be welcomed by everyone who wants a thousand resources to bloom in the secret garden of the curriculum. Let's explore it.

Edward Playfair is a science teacher at Walthamstow Senior High School for Girls.

Can't trust a special

HANS GRUNDIN



The thought-provoking article "You can't trust a special" by Caroline Gipps and Harvey Goldstein (*TES* July 27) has, in my view, only one weakness: it does not go far enough in denunciating "special needs cut-off points". It can be complemented in two areas.

First, the definition "significantly greater difficulty in learning than the majority of children". Strictly interpreted, this applies to all children significantly below the mean. If by significant we mean "statistically significant", then it applies to those more than one standard error of measurement below the mean. For example, on an IQ scale with standard deviation 15 and reliability 0.97 (quite common values) it applies to all children below IQ 97 ie 42 per cent.

If we decide that majority means two thirds rather than just over half, we find that, on the same assumptions, all children with IQ below 75 are included, i e 27 per cent. Cuts like these could be used to [illegible] that the Warnock report [illegible] mates the number of children "special needs". Obviously, this would be nonsense. The only thing we learn from this is to mistrust [illegible] proclaiming to tell us how many [illegible] are.

My second point relates to [illegible] vation of "28-month deficit" [illegible] age as a criterion of "educational retardation". Gipps and Goldstein conclude that this "sounds reasonable but remains arbitrary". It is also [illegible] cise, in that it means different [illegible] different age levels.

For example, examining [illegible] from the recent standardization [illegible] Hunter and Grundin Literacy [illegible] I find that the proportion of [illegible] with a "deficit" in reading age [illegible] least 28 months varies with chronological age, as follows:

Chron age	28-mo deficit
8+	22
9+	36
10+	53
11+	52

There is no reason to assume [illegible] the Hunter and Grundin [illegible] Tests differ much from the others in this respect. In fact, research [illegible] out in Sweden in the mid 1970s [illegible] exactly the same trend: a "deficit" in reading skill of two to two and [illegible] years becomes more common [illegible] older the pupils (Ed Research [illegible] No 20, Nat Board of Ed. Stockholm 1975). Any criterion of this kind is then, be misleading, unless applied strictly to one age group only.

Given the drawbacks of any "special needs cut-off point", we would like [illegible] to abandon further attempts to define such cut-off points. Instead we can put the onus on those who wish to have a child to special education to show not what the child's absence "costs" are – but what benefits that particular child can be expected to derive from being in that *particular* special education facility, and how these benefits compare the possible negative effects of taking the child out of the ordinary school situation. Then, and only then, can we start to "trust a special".

Dr Grundin is a senior lecturer in the Institute of Educational Technology, The Open University.

Don't all rush

JIM SMITH

The letters of invitation were sent out at the beginning of term. "Nominations are invited for the post of parent governor". There are two vacancies. The closing date has now passed. Not one nomination has been received. Over 1,000 pupils in the school, and apparently not one parent can be persuaded to seek election.

How very embarrassing at a time when the pages of the educational press pursue a debate on the exact number of parents that should sit on any governing body. I follow the debate with interest, but in my present predicament it seems as relevant as the number of angels that can stand on that hypothetical head of a pin.

How much more embarrassing, in that I have just returned from a year of practitioner research, directly related to the various methods of achieving a partnership with parents. I have spent a good part of that year listening to parents, talking to them in their own homes, and have been continually impressed by their high level of interest in the work of the schools that their children attend. Indeed my subsequent MSc thesis, presented less than a month ago, was sub-titled *Let the Parent Speak*, an indication of my conviction that they have much to tell us.

How much we have to learn. The many parents to whom I spoke last year were not interested in the apparent power of parent governors. They were interested in real participation with real teachers. They didn't express any wish to become involved in the alien bureaucratic structure of the school, but sought a sense of real involvement with those who actually taught their children.

This is not some new revelation. It was well recognized by both A W Bacon and by Lynch and Plimlott when they presented the results of their respective research projects in 1976. There was scant evidence then to suggest that "parent power" in the management and government of schools was desired by more than a tiny minority of parents. The same is true today. The evidence of my own research would indicate that parents have not changed in this respect.

Therefore my failure over the last few weeks, if failure it is, has been in my inability to make contact with that tiny minority – those parents who wish to become part of the school's bureaucratic structure.

No doubt I must try again. Stress even more the importance of the role. With increased effort on my part, it may even be possible to acquire more than two nominees. In which case an election can be held and democracy will be seen to be at work. Parents will be free to choose from a list of candidates of whom they have little or no knowledge.

Just suppose I am successful. What can the two parent-governors expect? One that I spoke to during my year of research had been approached by just one parent during an entire year of office. A parent-governor within my own school, retiring after five years of service, claims that he can count on the fingers of one hand the number of parents who have sought him out, and never once over matters related to the curriculum. School lunches appear to have been the prime concern.

As long ago as 1947, the Advisory Council for Education in Scotland made what I feel is a most pertinent comment: "It is easy to bring parents and teachers together with a hyphen, but one does not thereby create an equal or reciprocal relationship."

The many parents with whom I spoke were quite clear on the various steps they would wish a school to take in seeking to achieve that relationship – a relationship in which they appeared to believe firmly. Not one of those parents so much as hinted at the part the parent governor could play, it therefore comes as no great surprise that my current dilemma exists.

Jim Smith is Head of The Allertonshire School, Northallerton, North Yorkshire. He has recently returned from a year of research at the Department of Social Policy at the Cranfield Institute of Technology. See also "Voting with their feet" opposite.

Annual reviews

JOHN JENNINGS

Richard Nicholson's article on staff appraisal in schools (*TES* September 7) prompts comparison with practice in an FE college dealing mainly with non-advanced work.

The words used may be critical in gaining acceptance. After much deliberation we chose the term Annual Staff Review for an extended discussion between each member of staff and his head of faculty. Although this discussion is elective almost all now take up the option which is also extended to include the heads of faculty (meeting the principal or vice-principal).

The intention is that the review should be a two way exchange of views, hopes and expectations resulting in an agreed record of the meeting and a plan for action. From the accumulated feedback the heads of faculty are able to formulate individual and group staff development needs which are coordinated by the college staff development committee.

To retain staff confidence, it is necessary to separate the problem of the poor or ineffective teacher. Such problems cannot, in any case, be allowed to drift on an annual cycle. Positive sensitive action is required. The provision of an initial support such as the assignment of a mentor to [illegible] new teachers (or as we do for all [illegible] new to the college regardless of experience elsewhere) is desirable.

Monitoring teaching effectiveness eventually means observing what is in classroom. For this a climate is necessary exchange visits to the classroom or accepted norm is required together [illegible] team teaching groups and staff [illegible] ment procedures. Self help with subject sections may prove more effective than occasional visits from high.

Student assessment of staff effectiveness is likely to present [illegible] difficulties in school than in FE or HE but may be worth exploring in some situations.

Staff reviews and appraisal were time consuming but if is time well invested if used effectively. In a college, the heaviest load falls on the head of faculty with 42 teaching staff (and with a dozen support staff) to have a parallel review process. It may thus be argued that in the larger schools one or more deputy heads might need to participate in the review process.

Finally, recognizing that the ultimate objective is staff development, the essential keystone of the whole exercise is the ability to take action on the identified needs. This requires both material and financial resources, the support of l.e.a. advisers, resource centres and colleagues and opportunities for attendance at external long or short courses.

John Jennings is a professional tutor at Barnet College in Herts.

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(0367)

Voting with their feet?

Parent governor elections are now in full swing but some practices make them a mockery, Sara Parker finds.

All maintained schools must give parents the opportunity to elect two parent governors by next September. And even before these provisions of the 1980 Education Act come into force, the Government's Green Paper, *Parental Influence at School*, talks about giving parents a majority on governing bodies.

The experience of many schools, however, is that few parents put themselves forward for these posts or show much interest in such elections. Low turnouts at election meetings are common, as are low polls, even when the school opts for a postal ballot. And with procedures often left in the hands of heads who may or may not be sympathetic to parents playing a part in running the school, the democratic nature of such elections is called into question to the point where they are in danger of becoming a mockery.

Though some schools still elect governors by a show of hands at open meetings the new law requires elections to be by secret ballot. But beyond that, there are no general rules on electoral procedures. The Secretary of State for Education has left the details to the discretion of local authorities which, in many cases, have simply passed the responsibility on to heads, with varying amounts of guidance.

As Joan Sallis, chairman of the Confederation for the Advancement of State Education (CASE) says: "A secret ballot does not, in itself, ensure fair elections or maximum participation." Indeed, a move away from electing governors at school meetings and towards postal nomination and voting could mean parents are asked to vote on the basis of scanty knowledge of the candidates or none at all. In one school, parents voted for a candidate who they thought was the chairman of the parent teacher association, only to find it was someone else with the same name.

"It has to be recognized that the conduct of an election has a very important part in making

'Parents vote with scanty knowledge of the candidates or none at all'

parental influence real," says Joan Sallis, who was a member of the Taylor Committee, the government inquiry into governing schools which endorsed the role of parents as governors in 1977.

Sheffield introduced elected parent governors as long ago as 1970. Initially this meant meetings with a show of hands, but this was very quickly changed to a secret ballot which was thought to be fairer.

Two years ago, Sheffield took advantage of the 1980 Act to combine its previous 12 years' experience in a system of election which it felt would produce the best turn-out and the most representative parent governors.

Starting with a clean slate, and to provide some continuity, Sheffield decided on a rolling system of parent governors. Each parent stood for three years, or at least as long as his or her child was at the school, but there were elections every year.

This meant initially electing three parents – one for three years, another for two, and a third for only 12 months – to each school's governing body, so that, in subsequent years, other parents could be elected for the full term of office.

Sheffield now combines the school meeting with a postal ballot so successfully that it boasts that more than a third of parents vote in most schools – as many as vote in local council elections.

The nominations are invited by letter, which includes information about the role of the parent governor and their importance, along with early warning of the election meeting. The initial letter format was decided by the authority with recommendations to the head as to how the election should be carried out – recommendations which the l.e.a. says have been followed in all schools.

One parent can nominate another without any other backing but candidates have to explain at a school election meeting their reasons for wanting to be parent governors. The second letter, a week or two weeks after the one calling for nominations, lists the candidates and gives notification of the meeting. If a parent cannot get to the meeting, which is usually held to coincide with another school event, they can vote by post.

"Our experience is that you don't need to put constraints in the way. Parents need all the encouragement they can get to put themselves forward for nomination or to vote," says Dr W R Knoen, Sheffield's deputy CEO.

Parents do generally seem quite backward in coming forward for election. One governor in Cleveland felt unable to take her valuable experience of eight years on the governing body of a school to the one where her child was a pupil, because, she said: "It is very inhibiting if you're a parent. You feel you can't do anything the head doesn't approve of – no parent is going to stick their neck out in a school where they've got a child."

Reluctant even to be named, she told how she was also put off standing at her child's school because when the nominations were invited by letter, parents were told they had to have the backing of five others with children at the school if they wanted to stand.

"Friends I've met since have said 'I'd have nominated you', and likewise I would have nominated them, but I wasn't going to go round knocking at five doors and asking people to sign my nomination form," she said. In the end there was no ballot because there were only two nominations for two places. "It was done almost surreptitiously. You got the letter, were told to fill it in and send it back – and that was all."

Cleveland often has to circularize the parents again because there are not enough nominations first time round.

Barbara Bullivant, secretary of the National Association of Governors and Managers (NAGM) highlights another reason for parents' apparent apathy. "The thought of being a parent governor is off-putting to most people. The majority of parents don't want to interfere in the running of the school. They feel they haven't the time, haven't the knowledge. They may not even have been into a school since they were there themselves."

The London Borough of Newham has recently run two one-day courses for a total of 500 considering standing as governors – many of them parents. Part of the reason for its pioneering approach is that by September next year it will have to find many more governors. In the past, several schools have come under only one board of governors, albeit with two parent representatives. Now, under the 1980 Act, each school will have its own governing body and the Borough is taking the opportunity to increase parent representation to four on each.

But the key to parent interest must ultimately lie with the school and the attitude of the head and staff. Felicity Taylor, chairman of NAGM, said: "Elections tend to be organized by the head and he can make sure that the people he wants to stand are nominated, simply by saying 'why don't you nominate so and so'. If there is a low turn out, it is easy to manipulate a result, and even if you haven't, others will think it is manipulated."

She pointed out, however, that there may be nothing sinister about a head pushing a certain candidate. "It may just be because they believe it's better to have someone who they think is going to turn up and do a bit of work."

But she said there were cases where a head will wield his or her power unfairly, citing the instance of a delayed by-election after a parent governor resigned, which meant there was no parent representation on an interview panel for a new head. Some authorities advise that parent governors should stay until the beginning of the next academic year to avoid such problems, even if their child leaves earlier.

In another instance, a head is said to have made the life of the parent governors so difficult – asking them to account to the whole of the school for anything they said – that other parents were reluctant to come forward.

It is not very realistic to expect parents suddenly to start turning up at meetings or putting themselves forward for election where there is no prior history of parental involvement in the school. Fewer than half of all schools are thought to have parent teacher associations, for instance.

Getting to know the candidates is obviously easier in a small school in a close-knit community. A meeting where candidates can be asked questions also helps, though this is by no means a standard feature of parent governor elections.

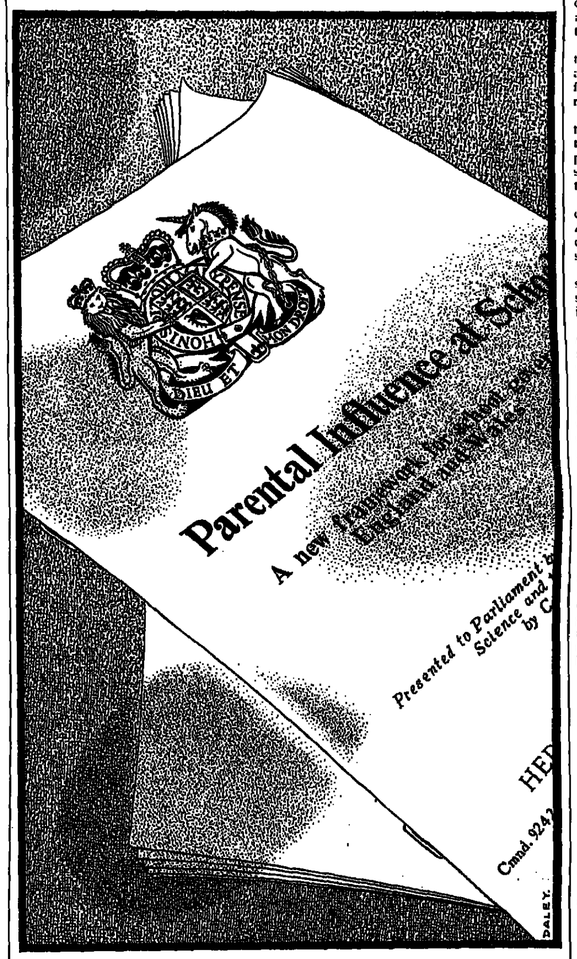
Some believe the would-be parent governors should make a declaration of their political stance. Felicity Taylor feels however that "the job is about being a parent, not about politics".

Candidates may be asked to provide a statement about themselves though East Sussex suggests limiting this to two or three lines or 36 words, which hardly provides much scope.

Some l.e.a.s give one vote per parent, some one per family, or only to the parent who registers the child. The ILEA allows the vote to anyone who falls into the category of parent for other school purposes. That can be as many as four, if partners have split and remarried.

In addition, there are those like the ILEA who lay down stringent regulations about who can stand – for example, anyone employed by the authority, other teachers in London or those with relatives working in the school are disqualified.

Such conditions are aimed to draw in parents who are not normally involved in school-life, rather than just having a teacher from another school as parent governor. Other authorities, such as Sheffield, work hard to make sure the elections are seen to be fair – getting governors or parents from a school meeting to run the election and act as tellers. In many, however, the head acts as returning officer, perhaps assisted in the count by a school secretary.



'A delayed by-election meant no parent at the interviews for a new head'

Yet it is not only the run-up to the election and the election itself which is important in encouraging parental interest. It is also the visibility and apparent effectiveness of the parent governors when they are in office. The Green Paper suggests they produce regular reports to parents and the ILEA, has them represented on sub-committees and also has a Parents' Central Consultative Committee (PCCC) which meets regularly.

Recently the PCCC suggested to Frances Morrell, the ILEA leader, ways of encouraging more parents to vote and stand as parent governors. Their suggestions include holding all election meetings for all schools within the same week, local TV and radio briefings, sensitivity to parents' needs when arranging meetings (including creche facilities), a postal ballot which is currently not part of the ILEA's recommendations, and more attractive publicity material. At present the authority prints leaflets in 10 languages for schools to send to parents and provides posters.

But even if such suggestions are followed, parent governor elections are probably still a long way from the type of hard electioneering which prompted one parent to stand outside the gate of one school, lobbying and handing out badges to children going home.

Now that was very much frowned upon. But all the same, she did get in.

UCCA forms are in season again. Audrey Segal (bottom) gets some pointers from admissions tutors about filling them in and Adrian Barlow looks at the extra information some university departments provide.

Selling the subject

"Read the prospectus" admonishes the UCCA Handbook on every page. These days, it isn't just the prospectus that the aspiring university applicant needs to read. More and more faculties and departments are publishing their own handbooks, and presenting themselves much more fully than is possible within the strictly limited space of a university prospectus. Equally important, these handbooks attempt to convey the character of individual departments and to make them sound exciting places in which to work.

I wrote recently to 35 English departments asking whether they published their own handbooks. At the same time I inquired about open days and pre-interview visits.

The 23 replies I received were revealing. So, in a different way, were the 12 that did not reply. Whether or not a department did produce its own literature, it was usually possible to infer a good deal about its professor, its administration and its attitude towards prospective students.

Not everyone approved of departmental handbooks. "We do not publish more detail than what appears in our undergraduate prospectus. Most undergraduates seem to find this more than adequate," came the tart reply from a Midland university. Another, further south, was disparaging of "anything neatly printed", claiming that other departments only indulged in such publicity if there were "seeking more patronage". The senior lecturer who wrote this did, however, concede that "the fashion is growing for departmental booklets and it may be that we shall have to bow to that fashion before too long."

A number of departments had publications in the pipeline, or thought they had. "I believe one is being prepared," replied an admissions tutor hazily.

The most engaging reply came from a professor who said he was enclosing "a copy of a very poorly presented little pamphlet". Perhaps his sense of shame overcame him: at any rate, the pamphlet was not in the envelope. He was altogether splendidly self-deprecating, admitting that he did not hold open days for applicants since there was "not a great deal to see" and, in any case, "what they mostly want to see is this beautiful small town."

What of the handbooks themselves? A few are severely descriptive and do little more than re-state, even re-print, what is in the general prospectus.

Most, though, try to give a flavour of their departments, as well as explaining what each course or paper involves and how it will be taught.

Particularly helpful are those booklets which explain clearly how the courses divide into different options and combinations after the first year. On the other hand, complicated flow-charts and cross-references can be counter-productive. "It has been suggested," admits one handbook, "that to understand any course structure on first reading should automatically entitle one to a degree."

In presenting their courses, several departments focus on their English language teaching – no doubt to attract more students and keep up numbers, but also to reflect the growing emphasis on linguistics and to stress that side of English which features least at A level. The trouble is that to the sixth-former the jargon is at once off-putting: a language pedagogy course focusing on "input hypothesis and the interaction hypothesis" sounds a far cry from Ursula's teaching practice in *The Rainbow*.

"The language remains one of our most advantageous assets and exports" claims Edinburgh's leaflet, arguing that a degree in English is not an instant passport to unemployment. Several departments are anxious to stress this: "Not all English graduates want to teach," says Bangor, asserting defiantly that "Studying literature needs no justification beyond the pleasures and benefits of reading." Lancaster lists the traditional careers for English graduates – teaching, librarianship and journalism – but points out that its graduates also find posts even in "such (initially unlikely) careers as accountancy or management". It adds the crucial rider: "Most careers will demand a further year of professional training."

Some departments use their handbooks to give English Studies a human face: "We try to be, and on the whole we think we are, a friendly department," says Hull, which also prints a large photograph of its secretaries at work. Beneath is the caption, "As a student you will quickly learn what the staff have known for years, that the Department could not function without the skill, cheerfulness (and tolerance) of our two secretaries."

Others stress their facilities and the advantages of their location: "Not only beautiful surroundings, but a lively city culture" (Edinburgh). For those who find the "rich and varied cultural life on campus" not enough at Warwick, "there are occasional visits to London" when neither Stratford, Coventry nor Birmingham will do.

The more far-flung look for compensations: "This is a good place to study (because it is decently quiet); a good place to make friends (because conditions make it fundamentally gregarious)" reports Lampeter.

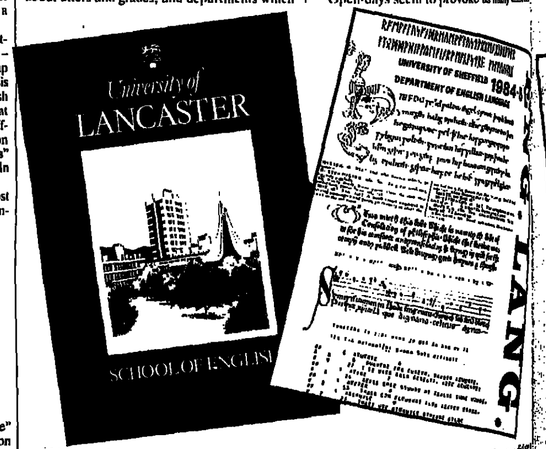
Prospective applicants always want to know about offers and grades, and departments which outline their selection procedures show that their customers properly in mind. Hull produces a very helpful guide to applicants' referees. Leicester advises, "We do not ... interview applicants, but we often send ... essay which has been written in the sixth ... Forewarned is forearmed.

One or two universities even give advice on ... to read. "Try to read at least one major text ... each of the following, Shakespeare, Dr. Milton", may sound too obvious (or words ... supplementary list of six basic critical texts ... by Sussex) ranging from Miriam Allott's *Es... on the Novel* to Terry Eagleton's *Literary Th...* is certainly worth providing for the unin... Not that the Eagleton doctrines are ... everywhere. Leicester's introduction asserts, "The great writers of the past ... must be ... corner-stones of any English course," and ... that "The course at Leicester aims to ... compulsory that which is essential."

Books and booklists feature in several ... books. Sheffield's Department of English ... guage obligingly prints the addresses of ... well's and Dillon's. It also gives advice on how ... to use books: "Please note that this departm... in common with others, frowns on plagiari...

Teachers wanting to advise their pupils ... find lists of lecturers and their research inter... helpful. Some departments also list articles ... books published by their staff, and at least ... provides *Who's Who* style entries. While it ... be useful to know that the person who is going ... interview you is an expert on Jane Austen, do ... really need to know that her interests inc... organizing riding for the disabled?

Open-days seem to provoke as many differ...



With reference

UCCA-form-filling time is here yet again. School referees again face the difficult task of putting over the candidate's entire case in a space just eight by seven inches. University admissions tutors are generally complementary about schools' references, but with competition for places at present levels, can they be improved to give sixth-formers the fairest possible chance of a place?

The reference is crucial. Logical or not (it is, after all, a very subjective document), the part it plays in getting a sixth-former into a degree course cannot be stressed enough. Most admissions tutors say they give it greater weight than anything else. Moreover, with so many applications, selectors have cut down their interviewing, and so rely even more on the application form. UCCA gives candidates no space in which to argue their own case – why they have chosen their subject and particular courses – or to demonstrate their own ability, and so their referees have to do it all for them. (Polytechnics at present do give candidates space to do this but it may not be possible when they have their own UCCA-type centralized admissions system.)

Referees start with a major handicap. They have to write one reference which will be read by five different selectors, each with their own views on what they want of candidates, and who are unlikely to agree on what a well-written reference looks like, so pleasing them all is impossible.

Referees may be writing at one and the same time for the most careful and sympathetic of tutors and for the most idiosyncratic and traditional (to whom any explanation for underachievement is a lame excuse). Tact and clever use of language are therefore essential allies in dealing with selectors. If the suggestion that an Oxbridge candidate is "ideally suited to collegiate life" might put off the non-collegiate university next on the list, "adaptable enough to cope with life in any type of university" is worth trying.

UCCA has tried, and failed, to get admissions tutors to produce a "sample" reference, so it can only give referees a bald compromise check list of points to cover which are unexplained, undefined and lack clarity. What, for instance, *do* they mean by "reliability"? The referee's best hope is a no gimmicks, well-written, well-reasoned, thoughtful, and objective report with as much care as time allows. Be as well briefed about the candidate's chosen courses as well as the candidate. Follow the instructions on the form.

The main emphasis must always be on the candidate's intellectual and academic performance and potential. Admissions tutors say they want an intelligent evaluation of the candidates' academic and intellectual development to date, how they are at present developing, and what this appears to mean for their future potential. Referees should note the word evaluation. A major criticism from some admissions offices is that referees do not evaluate properly. For instance, it is not good enough just to write of "high" or "average" academic potential – "high" or "average" in relation to what or whose standards and on what evidence?

Admissions staff also say some referees are reluctant to reveal – perhaps do not trust – their own judgment of a candidate's academic ability and potential. They point out that there is no one better placed to evaluate candidates fairly and referees should have greater confidence in themselves.

How referees deal with candidates they consider unsuited to university or particular courses is a problem for them alone, but admissions tutors emphasize it is misplaced kindness – both to them and other candidates from the same school – to over-sell them. As in all successful marketing operations, the product has to be right. Referees who find themselves having to promote candidates whose ambitions are obviously totally unrealistic should look hard at the quality of the information and guidance the students are getting.

However difficult predicting A level results may be, it is no help to candidates to duck the issue, say admissions tutors. Not predicting at all is probably as bad as predicting B–F. UCCA and admissions tutors who help design the application form are aware of the pitfalls involved in making such predictions so far ahead, the agony of having to predict B–D when B–C would look so much better (but grade C is so narrow that only B–D is statistically acceptable), and so on.

The little boxes in which referees used to put their grade predictions were abandoned so that referees can set the predictions properly into the context of the candidate's academic development, including any personal problems and whether or not past results and predictions are a fair indication of academic potential. The selector, therefore, theoretically has no option but to read them together. The order in UCCA's checklist of factors to cover is also designed to make selectors read about the candidate's academic background and his/her projected grades, after information on the school, its curriculum and any teaching problems. They are then more likely (the reasoning goes) to take these into account and make allowance for problems in their offer, or see the candidate ... assess potential for themselves.

Telling admissions tutors about problems ... school's and/or candidates' personal difficulties ... if they have (at O level) or are at all likely to ... their exam results or mask academic potential ... application, well before exam results have ... out makes the explanation more credible ... cannot harm any candidate who does well ... any difficulties. Referees are also free to ... second thoughts later in the year, and can ... selectors (direct, not through UCCA) if they ... to change their A level predictions, or ... problems have occurred.

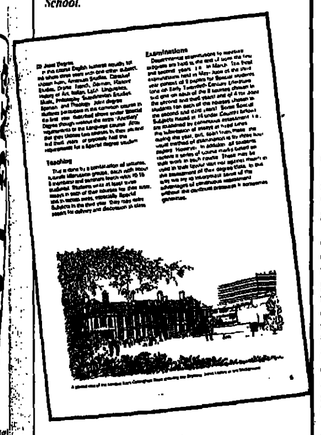
The UCCA form asks for specific information ... on "powers of expression, both oral and written", ... "ability to present a coherent argument", "... agination, creativity, inventiveness" for essay ... A good reference will attempt to relate these ... the demands that university study generally, ... the specific course, will make on the candidate. Will the candidate be able to cope with tutorial and seminar work, and what actual qualities or skills does he/she bring now to sixth-form discussions?

"Suitability and motivation for the course" even though tucked away near the end of UCCA's checklist, counts strongly with ... admissions tutors and some are critical of the way ... referees handle this. It does not help if a referee ... has not bothered to find out what a ... selectors see as important – the candidate ... easily be rejected even though they have the ... qualities, because these have not been ... tioned. There is a long list of referee's unfavourable ... tions – that being "good with his (her?) hands" ... passport into engineering; that law students only need to be hardworking and good at memorizing; that mathematics is the only skill needed for accountancy – are just a few of those regularly quoted.

Selectors would like to see more *evidence* of candidates' motivation. Teacher-referees will clearly be well aware of, and write about, a candidate's relevant school work and activities – but knowing what they have done out of school could be just as important and this is not always recorded. Candidates should be encouraged to write down for referees their reasons for choosing their subject or courses, the interests they have that support them, and anything else that is relevant, such as appropriate holiday jobs or courses, and visits (to law courts in session, for example).

A reasonable reference will take up all the space allowed if UCCA's check list is followed – too short and some selectors will believe there is not much worthwhile to say about the candidate. Admissions tutors, with full teaching loads and hundreds of applications to process (even a sparse ten minutes on each adds up to a great many hours), plead for forms to be easy to read and assess. Referees can help by writing in straightforward, clear and unambiguous language, by sticking to the point, and by being economical in their use of words. One admissions tutor tactfully suggested that references are not the place for the writers to show off their own literary talents. "Clever" and/or witty prose – good, indifferent or excruciating – is not popular if as a result a reference takes longer to read or the writer's meaning gets obscured.

Adrian Barlow is head of English at Monmouth School.



Psst!

Why are teachers so secretive about their work asks Bob Sheed

Not long after I started teaching I arrived early for a lesson. My head of department was just releasing his class from trigonometry. There is a law of biophysics which states that the velocity of an organism is directly proportional to the length of time it has been subjected to trigonometry.

The room emptied quickly. On the blackboard was a neat and skilful presentation of the cosine rule and my colleague was about to erase it. Some of us make a habit of cleaning the board before we leave the classroom; partly because we are so considerate and partly out of a desire to eradicate the evidence. This was too good to lose, though, and ignoring the twenty-seven incremental points that stood between us I seized him by the elbow.

"That's beautiful", I said. "I would never have thought of introducing the cosine rule like that." We had not discussed the teaching of mathematics before and as far as I recall we never did again but on that morning, for a few minutes, we talked about ways of teaching the cosine rule.

What I learned, was something much more fundamental: experienced teachers probably have something that is worth passing on to less experienced colleagues. I'm sorry if that sounds patronizing, or trite, but I believe that a great deal of expertise that could be handed on, or at least held up to the light, has failed to reach the wide audience it deserves.

The fact is, we don't talk to each other. We discuss, or complain about, the pupils, the head and sometimes each other but we don't talk about the business of teaching. We come close to it occasionally when a publisher's representative spills his goods over the staffroom table and invites us, we imagine, to be critical. Then we may air our dislike of a particular textbook's treatment of this and tell each other that we really don't care for that method at all.

'The velocity of an organism is proportional to the time it has been subjected to trigonometry'

Is there something unethical about discussing our professional skills with other teachers? Why do teachers only rarely sit in on each other's lessons even when they have the time? Do we lack interest in what our fellow teachers are doing or feel that we have nothing to learn from them or to give them in return?

The answer, I believe, is simply lack of confidence. We are not accustomed to exposing our methodology to adult scrutiny and, sensing a reluctance in others, afford them the same, perhaps unnecessary, privacy. This is a great pity for we clearly have much to learn from each other. Since I joined the Microelectronics Education Programme (MEP) and began running in-service courses I have seen teachers stand up in front of their colleagues, hesitate, falter, then clear their throats, grasp the nettle, establish their authority and deliver a lesson or seminar with the same competence they demonstrate, unwitnessed by adult eye, in the classroom.

The majority of teachers are actually much better at the job than they think. Those who come to recognize their own abilities become less competitive and more sympathetic to the weaknesses of others. In addition, they do not find it quite so daunting when they discover someone who is really rather better at it than they are.

Soon, many more teachers could be "coming out". The NUT has recently put forward a number of ideas in a proposal to involve serving teachers in the training and supervision of teachers on teaching practice. Mr Fred Jarvis, NUT general secretary, has said: "Experienced teachers have a great deal to offer to young teachers and those that train them."

It is known that Sir Keith Joseph favours the expansion of in-service training since he introduced direct grants to local authorities last year in support of re-training in some priority areas. The Advisory Committee on the Supply and Education of Teachers has recently accepted in principle recommendations that could quadruple the number of teachers released for full-time in-service training. For those interested in tapping the enormous resources residing in the staff of a school, there are some exciting prospects.

My concern now, as a talent spotter on the lookout for future teacher-trainers, is that these exciting prospects do not produce offspring that end up in the bone yard of good ideas that died. A central theme of MEP's INSET strategy has always been to identify those teachers who, with MEP training, could be used by their l.e.a.s to staff local INSET programmes. We call it "cascading" and without it MEP strategy would make little sense since the level of funding dictated that only a few teachers could be offered places on MEP courses. If the programme was to have maximum effect then the teachers selected must clearly be those capable of training others.

To begin with, there was little expertise around for MEP to draw upon. Many teachers of computer studies had never studied the subject formally, had a very patchy knowledge and would have needed a long course before they were able to teach others. The same was true for electronics and control technology. Only in computer based learning was there an obvious fund of expertise among subject specialists who could immediately

'The majority of teachers are much better at the job than they think'

get down to the important business of considering ways in which the computer could be used to enhance the teaching of their subject specialisms.

The greatest barrier to "cascade" and to the sharing of expertise between teachers, is the nature of the job itself. Teaching is not the sort of work which lends itself easily to being left for two days while the head of English goes off to the teachers' centre to run a course in the use of word-processors in children's acquisition of language. It would not be so difficult to obtain the release of Superteach for this kind of work if there was some direct benefit to the school or if it only happened once a year and then to only one teacher. Offering to provide cover is frequently not sufficient incentive to a head to allow staff to undertake a training role in the local authority. Two years of grappling with this problem have led me to this conclusion: teacher-trainers will either have to be seconded for a year at a time, probably to a college of education, or INSET will have to take place outside the school day, with teacher-trainers being paid and course members giving their time free. I expect we shall see both models in operation but probably more of the latter.

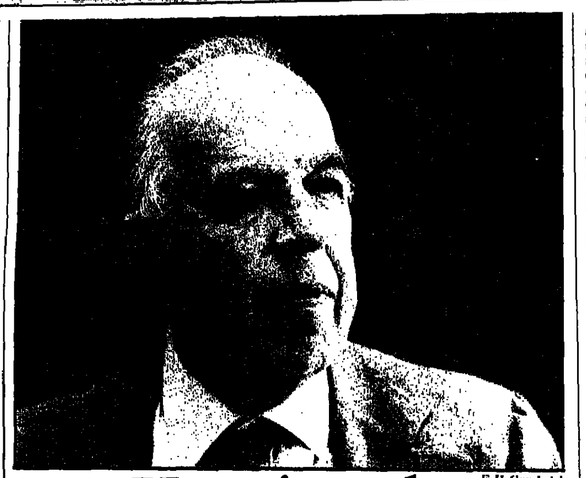
Those who go off to work in a teacher training institution for a year will get support and guidance from their temporary heads of department. Those working outside the school day are on their own to a large extent and should make sure they know just exactly what they are expected to do and the nature of their target audience. They would do well also to ensure that realistic allowances have been made for the resources, accommodation, teaching time and preparation time required to achieve the course objectives before they take on such in-service work. One for one contact to preparation time is the ratio we use in the Eastern Region MEP.

When I first heard about "cascade" I compared it to pyramid selling in which, you will remember, everyone ended up selling everyone else life insurance. The more talent I discover among practising teachers the more I come to like the comparison.

Bob Sheed is MEP Coordinator for Computer Education and Computer Based Learning (Eastern Region)

Review

Tributes: Interpreters of our Cultural Tradition.
By E H Gombrich.
Phaidon £17.50. 0 7148 2338 4



E H Gombrich

Keeping the barbarians at bay

Kerry Downes on the importance of art-history

When he was about 14, George Boas, one of the subjects of *Tributes*, "discovered that one need not take courses in order to learn things, and so he began to read the classics for himself"; suddenly the years of mindless drilling in Latin and Greek made sense. Few English-speaking pupils now have the pain or the privilege of such drilling: more's the pity, if only because, as Gombrich says on another page, you do not understand your own language until you have tried to learn another one. The decline in the humanities is a refrain of these orations, some of them delivered before the present assaults on non-technical education began.

Boas's experience, not uncommon in the 1900s, embodies the myth of the autodidact, whose teachers taught him nothing. Some of Gombrich's other subjects made discoveries for themselves, and of course, as he well knows as an art-historian, the ancient sculptor Lysippus was according to Pliny "no man's pupil". Such stories evade the point, and when we look closely at the Boas anecdote we find that "*with the exception of one teacher* these two languages were developed exclusively for the use of grammarians and philologists" (italics mine). Surely that was the teacher who opened the door to another world, like one of mine whose ideal summer afternoon consisted of reading Virgil's pastorals under a tree.

One might still do this in the middle of Port Sunlight, the garden city complete with art gallery provided by Lord Leverhulme for his soapmakers. An illustration shows Sir Brooke Boothby under a tree reading Rousseau, and if Gombrich did not also discuss the tricky relationship between emulation, mimicry and parody it might be amusing to seek further meanings in this image. For Boothby, reclining in his own landscape and portrayed at considerable expense by Joseph Wright of Derby, appears remoter from "ordinary people" than Leverhulme, and *Nature and Art as Needs of the Mind*, a Leverhulme Memorial Lecture, is the crucial piece in this volume.

"The barbarians", says Gombrich, "have always been at the gate. What is new and disturbing is that today the inarticulate have found highly articulate spokesmen who denounce civilized values as privileges in disguise. The charge of élitism . . . is part of that syndrome. I am afraid it has prevented faint hearts from taking that first step towards the museum or concert hall which is the one which counts."

This may seem alarmist, as may the claim that "it is still [in February 1981] possible, indeed likely, for a child to pass through school without ever hearing a piece by Mozart or seeing a work by Rembrandt in the classroom". From experience I am not sure that frequent trips to the countryside or to museums and concerts were, as a natural part of Gombrich's own education, quite as Continental and un-British as he suggests.

Nevertheless, changes over the last four decades have not all been for good, especially when one considers the appalling lack of both knowledge and curiousity in so many arts undergraduates today. Since there is no shortage of material for either the eye or the ear, the fault must lie rather in an attitude, instilled from above, which divides knowledge into essential and inessential. The popularist bogeys of élitism and paternalism represent in fact concepts vital to true culture; the first maintains that, for example, classical music offers indeed more to the mind than pop, the second maintains that the opportunity to acquire such values should be generally available.

Only three subjects, Frances Yates, Ernst and Otto Kurz were art-historians, none exclusively so. They bring out the pitfalls of autodidacticism, that the good teacher is one to learn for oneself, for that skill is useful all doors. Gombrich once described himself conference as an art-philosopher rather than art-historian, and although he may have left the incident a good deal of philosophy and introduced here, in such topics as the difference between discovery and invention in art (the words are basically synonymous), the role of subjective response to historical exploration Nature's trial-and-error methods in evolution model of those of the artist, the relevance plagiarism to influence, the relation of science humanities, and the role of received ideas, last two are of particular importance.

It is in the nature of the arts that their neither explains nor merely illustrates society else: we study it (or should do) because interesting in itself. Once this is recognized is no essential difference between humanities sciences, in both of which the false criteria relevance to something else is increasingly plied. But while the art-historian can observe and document, his *science* (which Latin for knowledge) is an inexact one. This with Gombrich's point about language translations: translated words have exact ambiguities than our own. Words and ideas humanities tend to be fuzzy at the edges, suspect that an honest scientist would make same admission.

Ideas like art as self-expression or the of an era or a symptom of social history, are equated with significance, the rise and fall styles, architecture as space, or tension as in composition, are widely accepted. The pay on Hegel and Freud should remind us of predicament of the non-specialist who has tench art-history, for whom the appeal of concepts lies in their apparent but false capacity to explain things. There is cause goodwill among teachers, who are not recent about the teaching of art-history; perhaps al art-historians could help by emphasizing the history of art is not a received text like Writ.

Only a lack of discipline and self-scr distinguishes the butterfly mind from the pedist whose range of reference, like that writer and most of the subjects of his scho not only startling but an inspiration. Reader a narrower range may miss some of the al yet still have the opportunity for discover Gombrich's friend who found Beethoven being billeted with a violinist.

Battle of the books

Kenneth Pinnock previews this year's Frankfurt book fair

This year the Frankfurt scene changes for most of the British publishers. After many years in the colossal hangar of Hall Five, they have moved to a splendid new £30 million building, Hall Four. Its first floor (so called – a triumph for English over American usage) contains not only their exhibition space but three restaurants, one of them called the Pub, with six other eating places elsewhere in the building. A far cry from queueing at the widely-spaced coffee points of Hall Five, where all too often Wurst ("Frankfurters", as the British and Americans invariably called them) was the only attainable sustenance. And now there are even moving walkways to provide transport throughout this incredibly extensive Fair. It seems the old days of endless foot-slogging from one appointment to another may be gone for ever.

No other British industry receives so much government support for a trade fair as British publishers do at Frankfurt. The Board of Trade carefully monitors the details of publication rights sold to foreign buyers. The yearly renewal of the subsidy indicates clearly that the Book Fair is a worthwhile investment of taxpayers' money.

What kinds of British books and projects are on offer in the Frankfurt market place? Everything imaginable, and many not imaginable, from a pop-up version of the Kama Sutra to *Babydays*, two books of colour photographs of babies, designed for mothers to look at *with* their babies; or Peter Ustinov's forthcoming humorous *History of the World*., which Thames Methuen are publishing next spring.

And how do schoolbooks fit into this general picture? To take an extreme case to begin with – is there any chance at all of a British secondary textbook, which is necessarily tailored precisely to our own syllabuses, being translated and adapted for use abroad?

A short answer would be that selling translation rights of a really good secondary textbook is difficult but not impossible; but the chances of doing so have probably diminished during the last decade. The formidable problems of adaptation seem more widely recognized, and the tendency of many educational systems to rely almost exclusively on home-grown authors has grown stronger. One major UK school publisher who has produced notable secondary science textbooks in the last few years says that he has sold translation rights of only one of them, a chemistry book taken by an Italian publisher.

But like all short answers to publishing questions, this one has to be qualified. In two subject areas secondary text materials still seem to cross national frontiers quite readily. The first is modern languages. For this, Sweden has long been an excellent source – witness OUP's new and successful Spanish course, *¡Ya!*. Second, there is English language teaching, an area in which a number of UK firms including OUP, Longman, Nelson and Edward Arnold have acquired great expertise and a now-massive output to rival that of the big continental publishers. This year OUP, for instance, is offering what remains of the foreign rights in *Wonderworld*, an ELT home study course for young children designed for publication as a part-work with accompanying tapes.

Wherever educational publishing rubs shoulders with children's books, the possibility of international trade becomes more likely. Information books that may sell through bookshops as well as to schools are highly marketable. Burke Publishing, for example, is showing a series of 16 primary-level booklets, *Wake Up to the World of Science*, which they bought from the French publisher Nathan, and for which both firms seek other co-publishers. A young firm, Sadie Fields Productions, which sold its first book at the 1980 Fair and has since sold with its co-publishers 400,000 of four pop-up titles, is now applying the pop-up technique to a series on mathematics – again seeking co-publishers for this expensive form of production.

Computer books and software promise to attract even greater interest this year than previously. Accordingly, the British Council's stand will highlight software publishers attending the Fair. Some of these are established houses such as Longman, Macdonald Educational, Macmillan Education and Penguin. Others are very new firms such as Hill MacGibbon. Alan Hill, former chairman of Heinemann Educational Books, recently set up this new software house with Hamish MacGibbon of the same firm; and so this eminent bookman comes this year to Frankfurt in a new guise, as publisher of a software list entitled "Games to Stretch the Mind".

Thanks to state support throught MEP (the Microelectronics Education Programme), and also to the uniquely high takeup in the UK of computers in the home; Britain has a substantial lead over the rest of Europe in the production of educational software. MEP help has now ended, and continental publishers will no doubt be quizzing their British counterparts about the prospects for educational software in an unsubsidized market and asking their views on the perennial problem of unauthorized copying. Another likely discussion point is the pros and cons of linking software to books – a trend exemplified by numerous examples on sale, as Franklin Watts' 12 books of *Action Science* ages 9 to 11, or the Macmillan/Sinclair pack intended mainly for home use, on physics, reading, maths and science.

For some educational publishers, a Frankfurt is as much a forum for the exchange ideas as a market place for the sale of rights contact with distribution agencies. This year takes place through countless individual and notably at the coffee party which Ernst Klett has held in mid-Fair for the quarter of a century. This year as otherwise Klett audience concentrate on an aspect technology, watching a demonstration of teaching package and hearing Egon Sörensen Gyldendal Copenhagen, talk about video education.

Popular though the Klett gathering of publishers is, it is small compared with get-togethers of the Scientific, Technical Medical (STM) publishers. It is in this publishing that the advantages of international cooperation are overwhelmingly evident, degree that could never be true of publishing. Take for example the new Ellis on sewage sludge. Its publisher, Ellis Horwood remarks that "technical publishers are much success with sludge", and you have to that the subject matter is applicable worldwide. STM abounds in recondite subject-matter hardly-believable titles: if you see you scanning STM books with an even more look than is usual at Frankfurt, he is trying to win the competition for the oddest in the Fair. Last year the prize, a bottle of champagne, went to the discoverer of a book entitled (in English) *The Theory of Wise Rolling*. But surely the runner-up at least as good: Guildford Press of London *Battering: A Systems Theory Approach*.

Kenneth Pinnock is a director of John Murray a former chairman of the Educational Publ

ARTS

Beyond the opera house

Much ingenuity is now being deployed in taking opera to wider – and younger – audiences. Philippa Davidson reports on the latest initiatives, and Rupert Christiansen interviews the ROH's education officer

Our 15-year-old neighbour at the summer *Falstaff* workshop at the Royal Opera House nodded enthusiastically when we asked her if she had enjoyed a recent schools' matinée of *La Bohème*. But Verdi's *Falstaff*, the most complex of all Verdi operas, surely that could not be made appealing to a bunch of young people variously motivated by the excitement of a day off school or the prospect of Henry IV as an O level text?

The pre-matinée workshop was presented by members of Kent Opera, which bases its educational programme for fifth and sixth formers on "links with literature and the other arts" and "insight into the social and historical background of the composer and his music". All very well, but few children are in a position to appreciate the subtleties of the relationship between Verdi and Shakespeare. And to concentrate on Falstaff the fat buffoon is to misrepresent both. On the other hand, translator's difficulties, production problems and the demands the original text make on the composer and librettist trying to adapt them for the opera house all serve to help in answering the question "What is an opera?" Why does Falstaff meet Mistress Ford between II and I instead of "*dalle due all tre*" as in the Italian text? Because "from two to three" doesn't have enough syllables to fit the music. How do the servants manage to carry the laundry basket containing the heavyweight knight over to the window? Because it is empty; a trapdoor in the basket has allowed Falstaff to crawl away unseen by the audience. Some of the children had a chance to find out for themselves just how heavy the basket was by trying to lift it.

Active participation at workshops is crucial, ensuring that no one will be bored or confused during the performance. So is reassuring the children that the singers are real people, not remote cardboard characters. Andrew Shore (in beard and padding but no make up) and other members of the team gave a good humoured exposition of the main scenes with appropriate musical quotations, and the children went off better prepared than most adult audiences for their three and a half hour stint in the opera house.

Carole Patey, Kent's education officer, hopes that schools' workshops can always be followed up by a live performance. Kent's schools' programmes for next season include *King Priam*, the preparation for which is a discussion of current attitudes to violence and readings from *The Iliad*; for younger children there will be workshops on *The Marriage of Figaro* and *The Barber of Seville*. Kent has also commissioned an opera, *Dr Syn*, performed at the Canterbury Festival last month by a local secondary school. Ms Patey believes strongly that opera appreciation begins at home, and that children will be put off if workshops and matinées are seen purely as school activities. Kent Opera has enterprisingly introduced a scheme whereby family opera vouchers for £1 can be purchased at Sainsbury's along with the week's groceries. The children consider the tickets "really worth £1", and Kent gets bigger audiences at its performances. Understandably, all education officers keep quiet about empty seats as a reason for pursuing an educational policy.

The English National Opera's education team adopts a different approach. Ex music teacher Neil McGowan, ENO's education officer, holds the view that children should be introduced to opera through its social message. How can *Aida* with its macho male lead Radames and downtrodden female slave heroine Aïda be made relevant to today's sceptical, inner city adolescent? The answer is to put the young people in the position of making the choices and asking them why the characters behave as they do. To prove that *Aida* has a message for all children ENO is hoping to mount an ambitious project next year. Adopting the in-depth approach advocated by Pauline Tambling (and also the Opera North education team), Neil will be working with four London secondary schools. Preparation will include a study of the art and history of Ancient Egypt, and the British Museum will be involved. Purist eyebrows will inevitably be raised at the idea of cutting and rearranging the music to make it accessible to the children. The end product will be a performance in front of adults and other schools, with over 200 children on stage and 80 to 100 instrumentalists in the orchestra. Next season's repertory workshops from ENO will be *Madam Butterfly*, *Fidelio* and *Tosca*, while the ILEA Cockpit Theatre will be helping out with *Manon* and *The Makropoulos Case*, and administering the ILEA ticket scheme for schools wishing to attend ENO performances.

Small companies such as Nexus Opera find difficulties in implementing an educational policy because of lack of funds. Another problem is that unlike national companies they cannot usually offer a follow up performance of a repertory opera. Nexus is, however, unusual among London companies in that much of its work to date has been with primary school children, and in keeping with the needs of this age group, it has developed workshops based on children's improvisations. A particular success has been the Thamesmead Project. Together with a team of professionals, pupils from Windrush Primary School created their own opera. Educationally, an approach that encourages curiosity and develops imagination has much to recommend it. For the headmistress of Windrush the project was an original and worthwhile way of building on the work of class and specialist teachers. I asked Karen Dust, Nexus's administrator, whether she thought opera's credibility would be increased if projects could involve larger numbers of children from a variety of schools. She stressed that the intimacy of the small group was all part of the "demystifying" process. The Thamesmead group attending the *Falstaff* matinée were thrilled to recognize a member of the project team amid the red plush of the Royal Opera House. Having created their own opera, these children were, Karen felt, just as well prepared as those who had been through the more formal workshop/printed back-up routine related to the opera in question.

Scottish Opera, nine-year-old pioneers of opera education, adopt a slightly more controlled approach to opera with primary children. To ensure that teachers and opera team are perfectly in harmony Scottish Opera for Youth works closely with Strathclyde education committee on music, text and general background. In 1984/85 they revive the successful *Big Top*, and also hope to put on *London's Burning* (based on the Great Fire of London) as well as an Aztec entertainment. The Opera team rehearses the children who have been prepared for some weeks ahead with music and props – the rest is up to the youngsters themselves.

Community opera is one of the best ways of bringing opera to wider audiences. Welsh National Opera is concentrating its community effort on Ely, a depressed residential area of Cardiff. Operations take place in a disused bus depot. At the recent summer festival children from four schools (two primary, two secondary), plus two rock bands and a cast drawn from youth centres, adult recreation groups and an over fifteen club created their own opera around the story of Thomas Jones, a local simpleton and social outcast. WNO also offers repertory workshops (next season *Carmen* features) and has plans for an interesting solution to the problem of printed back-up – an opera comic for seven to eight-year-olds.

"All those snobby people singing in Italian in high voices" was one Scottish child's view of opera (before she had a visit from Scottish Opera for Youth, naturally). The opera companies' educational efforts are courageously directed towards breaking down "the less tangible, attitudinal barriers towards the arts, created by such factors as social class or lack of educational opportunities" (*Arts Council Education Bulletin*, Summer 1984). Though community projects are the best way of achieving this goal, most companies were reluctant to commit themselves to detailing future plans too far ahead because of uncertainty about funding. However, education officers are so confident about the educational value of opera for all young people (not just those studying music or drama) that they have formed a committee to lobby the coordinators of the 16-plus exam. Will opera studies take the place of history, music or modern languages as these subjects fell from favour? Teachers will soon be able to consult a central register to find out the opera news for their particular area. Most companies tour, so no one has the excuse that his or her class cannot see a live performance.

PD

Pauline Tambling has had a busy year since appointment as the Royal Opera House's first full-time opera education officer (see *The TES*, January 13). When I interviewed her again recently, she and her dance education colleague Kate Castle had been rounding off the season's packed programme of activities with an ILEA-sponsored sixth-form enrichment course, in which eighteen girls and two boys were spending a week working in the opera house, experiencing everything from the crucifixion of a ballet class to an afternoon in the wardrobe department.

Pauline believes that this sort of activity involvement is important, however difficult to administer. "I think it's far better to do an extended project with a few relatively motivated people than to dissipate your resources trying to touch everyone in the country for 10 minutes at a time. It can all end up as nothing more than a 'Monday afternoon period off maths', if you don't follow it through and integrate it into the mainstream of the curriculum."

She feels strongly that she is not in the business of breeding a new race of opera buffs, nor of providing exam fodder. "We're not just here for promising young musicians. The real educational point is that the production of a performance is an enormously complex process which embraces various techniques and disciplines, and different children find different points of contact. For instance, we recently had some schools into a rehearsal of *Tosca*. I don't know what percentage of the audience went away besotted with Puccini, but some of them made their own marvellous model sets afterwards; on another occasion, they got very intrigued by the methods used for antique pleating in the costume shop".

There are teachers who don't look beyond the opportunity to witness a finished performance at bargain prices, but Pauline thinks that children are much more interested when they are initiated into the processes behind it all. One of the invariable highlights of the schools' matinées is the interval scene-change, when the curtain is kept up and the full mechanics of the stagecraft are revealed.

The participants in the ILEA enrichment course clearly appreciated this demystifying approach. The red-and-gold glamour did not impress: many of them found the opera house intimidating and pompous, even though they had enjoyed themselves voraciously. There was even a touchingly puritan suggestion at the end that chocolates and cameras be strenuously banned from the auditorium as philistine distractions from the high seriousness of the performance!

Pauline hopes to repeat the course next year, but the focus of her plans is still the school's matinees. "Not so much the performances themselves, as the events around them – seminars for teachers, workshops in schools and in the opera house, anything that can broaden and clarify the context and implications."

One new idea is to develop opera exhibition kits for schools hire; in another direction, there have been experiments with English "subtitles", projected on to a screen above the stage during a performance. There has also been a lot of effort put into improving liaison with other opera companies' educational activities. "It would be idiotic to compete, and I hope we can continue to pool our strengths and complement one another."

One of the 1984/85 season's most imaginative schemes is the opera house's participation in a production of *Carmen*, to be mounted at Christmas by two Northamptonshire comprehensive schools. The Northampton Youth Orchestra will play and the schools will provide chorus and small-part players. Covent Garden is offering coaching, technical and visual advice; pupils will also come down to a performance of the opera at Covent Garden in November, with Teresa Berganza and José Carreras.

The 1984/85 matinées for schools also include three Mozart operas, in the hope that this will encourage teachers who want to keep up a "Mozart thread" throughout the year. "So much depends on the creativity and taste of the teacher," remarks Pauline. "I realize that they have a lot to battle against in timetable terms, but I think it is a pity when they take the easier options, like photocopying the material we hand out to them at seminars. Others baulk at modern music – even *Peter Grimes*, which some teachers say that they can't play through on the piano."

All in all, however, Pauline is very pleased with the results so far. Her budget, for all the generosity of the underwriting foundation, may be small, and she may be exhausted, but there has been an enormous amount of pleasure and energy coming through. "Now I've navigated all the inevitable labyrinths of admin and union demarcations, everyone from the stars to the stage-hands has been very cooperative and enthusiastic. I'm not aiming directly to build up new opera audiences – that's a marketing, rather than an educational job – but I do think that what we're doing is helping to break down barriers and make the opera house a more accessible place."

RC

The Purcell School
MUSIC SCHOLARSHIPS, 1985

The Purcell School is the only Specialist Music School in the Greater London area, and is a day and boarding school for boys and girls aged 9-18. Special Musical training and excellent opportunities are provided for talented musicians, as well as a good general education.

MUSIC SCHOLARSHIPS will be offered to boys and girls of outstanding musical talent. **AUDITIONS** will be held at the school on 16 and 17 February 1985, and all applications must be received by 1 December 1984.

A limited number of Government Aided Places for September 1985 will be awarded on the basis of these Scholarship Auditions, and those interested in the Government Aided Places are invited to apply early.

For application forms and further details, please contact The School Administrator, Mount Park Road, Harrow on the Hill, Middlesex HA1 3JS. Tel: 01-422 1284. (0329)

Fear and fun

Sir Gawain and the Green Knight

Merseyside Young People's Theatre production of this David Holman play is clearly intended to be played in school halls, where 7 to 11-year-olds can get close to the action.

Holman's rather over-alliterative style ("fearless and foul are the foes that have found you", etc) may grind slightly on the adult ear, but it perfectly fits the folk legend atmosphere of the piece which is evoked with beautiful simplicity by the cast of five. Simple effectiveness is evident in the design, which features a stunning snow scene, complete with gradually melting snowman. Needless to say, the Green Knight is appropriately monstrous. My favourite character though, is the small ogre, a half threatening half comic masked dwarf with whom Sir Gawain has to contend in a championship bout of the "scissors paper stone" game.

Sir Gawain is somehow uncharacteristic of Holman's work, which more often than not has an element of gritty realism in it. In this play, he seems to be emphasizing a moral – that fear and failure (Gawain's fear of the 'Green Knight and his failure to be a worthy match for him in battle) are nothing to be ashamed of. This is particularly evident towards the end of the play when things get a little too complicated for the intended age group. Especially, after all the fear and fun that has gone before. And the rather philosophical conclusion that "mankind is a marriage between ape and angel" must go straight over most audience's heads.

All the same the production, with its energetic playing and strong theatricality, is to be recommended.

Nick Baker

Sir Gawain tours Merseyside schools until Christmas. Tel: 051-708 0877

ARTS

Outside insights

Robin Buss previews TV84 at the NFT

TV84
National Film Theatre, October 1–10.

Eavesdropping on other people's television is not the same as watching foreign films. You take pot luck with the family, not the tourist menu. Of course, the items in the NFT's current season are rather better than pot luck, but they still give the feeling of being inside another society and hearing it talk to itself, and not to some anonymous international audience.

The experience can be disorientating. I previewed the Algerian drama *Les Rameaux de feu*, smugly assuming from the title that I would have no trouble with the dialogue. I had forgotten the Arabization of post-colonial Algeria. Non-Arabic speakers in the NFT audience on October 9 will have an earphone commentary and even without it the music is enchanting, the film spectacular. Apart from that, all can say is that there are villagers, an ambush and a frog smoking a cigarette (and seeming to enjoy it). It was a useful reminder that other cultures are further away than the flick of a switch; my own television sometimes gives the opposite impression.

I had less difficulty with the Tunisian *Elégie de Carthage* (also on October 9): the poem by Senghor is in French and Slaheddine Essid's film interpretation of it cast in a mould familiar to viewers of arts documentaries the world over. But, to the eye trained by *Omnibus* to think that cultural history is politically neutral, the message may come as a shock. Senghor surveys Tunisian history from Dido to Bourguiba, concluding with a hymn of praise to the Supreme Combattant's courtship of Africa, so that we start among the "palaces of dead marble" that are tourist Tunisia, and end with a considerably less bland portrait of a country which is both Mediterranean and African.

Other highlights still to come include Miklós Jancsó's *Faustus, Faustus, Faustus* (October 6): eight hours of Hungarian history, from 1934 to 1973, through the life of a journalist and party official. For those with less stamina, there are extracts from the Mexican serial *The Carriage* (October 7) and, from Singapore, *The Awakening* (October 8). These are panoramic and self-conscious reviews of their countries' social and political history – if not the tourist menu, at least a formal dinner. For a real dip into the pot, *Cock Crow at Dawn* (October 8) is a popular Nigerian serial and the kind of thing that gives amusement to Clive James when he is not watching Japanese commercials. But its insight into the problems of urban life and its appeal for a return to the village are important themes, and the serial incidentally conveys something of what it means to live in contemporary Nigerian society.

These insights, rather than the set-pieces made for export as well as for home, can only be had outside the country via a medium which is popular and ephemeral. On October 8, the NFT is holding a seminar on television and national cultures and, as a reminder that these cultures are not irrelevant to our own, there are programmes from Canada, Hongkong, Cyprus (October 5), Israel (October 9) and Jamaica (October 10). The last includes *Discojam* and that speaks a language as universal as Coca-Cola.

War play

Flags and Bandages
Leeds Playhouse TIE.

There's a striking image in this play about the Crimean War that neatly sums up its themes and simultaneously provides its title. A makeshift bandage is created for wounded soldier out of a torn Union Jack, bandages being in shorter supply than flags. And although the play is mainly concerned with looking at jingoism, it cleverly tackles other forms of chauvinism – of race and gender – by casting against type and sex. Yet all the while it maintains maximum interest in both characters and action.

The story is fairly slight, concentrating on establishing everyday characters drawn from archive material and linked by a wholly plausible web of fictional circumstance. One of these (although she isn't exactly "everyday") is Mary Seacole, a Jamaican who volunteered to work in the Crimea after nursing in the Caribbean and Latin America. It's claimed that she was the first woman to enter Sebastopol after its fall, and the play draws on that experience. In fact all the central characters are ordinary people rather than important historical figure, making the point that the common people are just as much history makers as the generals and statesmen. The historical figures are, literally, portrayed by cliché-speaking stuffed dummies.

These dummies are also used as supernumerary actors to portray marching soldiers, cheering crowds, hospital patients and eventually the Charge of the Light Brigade itself, all with stirring theatrical effect. With characters, conventions and atmosphere firmly established, the second half moves into a gripping story of a nurse's search for her soldier husband and a soldier's horrifying flashbacks from his deathbed.

Finely and sensitively performed by a versatile cast of five (perhaps I should say six hundred and five) who were also largely responsible for the writing, research and directing, the play comes with a detailed teachers' pack with plenty of useful social and historical background material. The only criticism to be made is that its potential audience is far broader than the 11 to 12-year-old range it was intended for. *Flags and Bandages* has the makings of a TIE classic.

Nick Baker

TIE time

The Snowman.
SNAP Theatre Company.
The Zulu Hut Story.
Consequences.
Theatre Centre.

Autumn is the time when theatre-in-education companies push the boat out and at evening meetings try to interest teachers, drama advisors and even parents in their new programmes. For a couple of weeks TIE means Typing Invitations and Envelopes and then Tempting Interested Educationists. Sometimes the wine flows and the companies come out and say exactly what they are trying to do.

The Essex and Hertfordshire-based SNAP Theatre Company had an easy time of it this year since their new primary programme was almost fully booked even before it was unveiled. To see it was to understand why, for *The Snowman* is probably the best thing the already well-established company has ever done. The teachers, children and advisers who saw it with a scattering of parents one teatime in Chelmsford could only wipe away the odd tear and applaud.

Adapted by the company from Raymond Briggs' book, the 45-minute play made the perfect vehicle for SNAP's distinctive style and talents. Performed in the round as usual and with no set beyond a couple of borrowed chairs, it relied for its effect upon the concentration of the four-strong cast. Roy Leighton as The Boy made a strong impression, but only because – cavorting about on his bed one moment, near to tears when he remembered he had no friends the next – he was constantly there and talking to the audience.

The Snowman is designed to promote the importance of reading (like paperback publishers teachers can now say, "You've seen the play, now look at the book"). It is also accompanied by some detailed teacher's notes which suggest follow-up activities drawn from the story itself or the general concept of story-telling and are suitable for all primary children.

The Zulu Hut Story and *Consequences* are two new programmes for infants devised by Theatre Centre. At least they *say* they are for infants: when they were premiered at a crowded open day recently the non-sexist, non-racist sentiments of both seemed more to the liking of the adult audience. Those few infants who had got themselves smuggled in were whingeing and moaning long before even the first play had finished – those that is who hadn't been squashed into sulky silence by an insensitively-handled bit of audience participation.

Seemingly a sort of instant Trinidadian legend, *The Zulu Hut Story* told with heavy Brechtian didacticism how a grumpy landowner and a peasant who had built a hut on her land were brought together by a common interest in stories. They became founder members of the Zulu Hut Club and enthusiastically helped draw up its rules. The second play, *Consequences*, had four girls playing doctors, doing rain-dances and a lot of other things on a rubbish dump they called their "den". There was no plot and the title seemed to refer to the party game rather than any possible result of their rambling, undisciplined actions. Back at the Zulu hut Rule Four was: "Always keep your rude remarks to yourself". Having broken that, it will probably do no more harm if I say I'd rather my infants stayed with *The Snowman*.

Hugh David

OCTAGON THEATRE
Bolton 20661
The most sensationally successful new play in recent years
AMADEUS
by PETER SHAFFER
(Not suitable for younger children)
October 10. November 3.

Literary competition

Competition No 55. Report by Scylla. Judging from your entries, no one can say there is a lack of subject matter for a modern ballad. You gave us Mrs Thatcher in various roles, Scargill and McGregor in various poses, Prince Harry, and Whitelaw on the moors. Other subjects you put to verse were the drug scene, pop festivals, DIY, computers, package tours, Women's Lib, education cuts, modern surgery, Russian submarines, bingo, the theft of Shergar, punks and thugs galore, and all aspects of the environment. However, subject matter is one thing, the traditional ballad form another. Many of you wrote amusingly, interestingly or with great feeling, but not all your verses were ballads. I had hoped for an accentuation of some or all of the features of a ballad, in its format and its formulas: simplicity of story and language, dramatic quality, characteristics such as repeated or near-repeated lines, the possibility of its being sung or at least declaimed.

Fortunately there was a select group who obliged, and to choose from this group was difficult. Mentions to Mike Walton (I liked his last quatrain on teachers' pay, which began: "I hadna gone a scale, a scale,/A scale but scarcely ane . . ."), to D A Prince, O Banfield, Bill Greenwell, John Earl, Laura Garratt and Tom Donnelly, £1 each to Gerard Benson and E J Elwin, £9 each to Paul Griffin and John Stanley.

As I walked by the City ground,
I saw two yobboes hanging around;
Their scarves and hats were green and blue:
Alas that City had lost three-two.
The one unto the other did say,
"Our team was bleed'n robb'd today;
What should a true supporter do
When City has been beat three-two?"
"See yonder youth in white and red,
Let's bash him down and boot his head.
For he supports the cursèd crew
That beat our side three-bloody-two!"
They smashed his face with cobble-stones,
Kicked in his teeth and snapped his bones,
They drew a blade and cut him through:
Alas that City was beat three-two!

Gerard Benson

"How went the day, dear, my scientist love?
How went your work, dear? – Why look so strange?"
"I played with some atoms. Take my mind off.
I'm sick of my science and soon must needs change."
"What's on your skin, dear, my scientist love?
Why's it discoloured? Why look so strange?"
"I made a small bomb, dear. Take my mind off.
I'm sick of my science and soon must needs change."
"What's in your hair, dear, my scientist love?
Why does it fall out? Why looks strange?"
"The fall-out's on me, dear. Take mind off.
I'm sick of my science and soon needs change."
"Why do you gape, dear, my scientist love?
Your eyes have glazed over – why look so strange?"
"I'm mad and mutating. Take my off.
I'm sick from my science and starting to change."

E J Elwin

"The Times is late today, my love,
And it's coming on to hail;
I never had but one true love:
That was the Daily Mail."
He's run as fast into the town
As any young man may,
And he's ordered all the newspapers
For every blessed day.
For it's bingo, bingo up the hill
And bingo down the glen,
But never a prize shall come to him,
Alone of mortal men.
"I fear thee, Robert Maxwell,
I fear thine iron will,
And I fear my bonny newsagent,
For I'll never pay his bill."

Paul Griffin

O, where have you been, you stalwart young miner?
And what is that blood on your hands and your face?
O, I've been on a picket for peaceful persuasion,
To stop the scabs working, for they're a disgrace.
O, what have you seen, you stalwart young miner?
O, what have you seen by the dawn's early light?
O, I've seen policemen in hundreds and thousands,
All daring us miners to stand up and fight.
O, what did you do, you stalwart young miner?
O, what did you do, by the colliery gates?
O, we stood and we fought them with stones and with bottles,
For we're fighting for jobs, jobs for us and my mates.
O, what will you do now, you stalwart young miner?
O, what will you do as the strike rumbles on?
O, I'll be there tomorrow, maintaining the picket,
And we'll fight and we'll fight till the miners have won.

John Stanley

Competition No 56. Set by Chrysalis. I have spent most of my life regretting not having applied for the kinds of post advertised in *The TES* which are geared to candidates "prepared to make a full contribution to the wider side of school life". Please repent this omission with a letter expressing your preparedness but carrying, at the same time, an undertow of resignation. The was probably, alas, "wider" than I meant. Closing date October 1[illegible]

No skimping

Pericles, Prince of Tyre.
Cheek by Jowl. At Croydon Warehouse Theatre and on tour.

"Imagine", says Shakespeare, implicitly in all his plays and explicitly through the chorus in *Pericles*. Declan Donnellan's direction, Nick Ormerod's designs and James Antony Ellis's music for the Cheek by Jowl company all reiterate the same command.

This is a touring company, with scant sets, props, costumes and even cast (seven players for twenty speaking parts and innumerable extras) "but there is no skimping on thought and feeling. There are no gratuitous tricks either, Shakespeare's magic is worked by Shakespeare's methods. The actors serve well individually and as a team. Any early suspicion that Andrew Collins's buoyant Pericles is lightweight dissolves before the moving conviction of his breakdown and joy in the recognition scene. A small wonder of versatility is offered by Duncan Bell as the weak Cleon, the healer Cerimon, the pimp Boult and, occasionally, the fisherman, knight, sailor and pirate – wryly pointed in the final chorus as he slips from one character to another. Contrasting assurance comes from the Antiochus and murderer of Simon Dormandy and Amanda Harris's daughter of Antiochus and Marina.

Pericles is not often performed, so going to a performance is for many like going to a new Shakespeare play, as they might to the latest Tom Stoppard. Knights, pirates, brothels, shipwrecks, birth, incest, marriage and murder are its crowding incidents: The theme is the odyssey of Pericles from falsehood to truth. This glowing achievement, in repertory with Racine's *Andromache* and a version of *Vanity Fair*, can be seen this month in Colerane, Tring, Loughborough, Epsom, Hemel Hempstead, Canterbury, Lincolnshire and Humberside, Frome and Chipping Norton; and in November at Stamford, Oswestry, Kidderminster and Rugby. All three plays come to the Donmar Warehouse, Covent Garden, London, in January 1985.

Terrell Burgess

Familiar themes

Julius Caesar
Theatre Powys

In its workshop version of *Julius Caesar*, Theatre Powys compared three worlds – ancient Rome, Elizabethan England and today. Although the trappings differed, the fundamental themes – ambition, politics and the meaning of honour – remained unchanged. This world view enabled this year's O level students to delve beyond printed text. The three dimensions were reinforced by the staging. An Elizabethan set contrasted with the actors' Roman costumes, but modern day electronics was required to give added bite to the storm scene.

The workshop combined narrative with action: the background was sketched by a character out of role before a key scene was played. By focusing the action in this way, students were given valuable leads to interpretation. For example, a subtle difference in the husband-wife relationship was identified between Brutus and Portia and Caesar and Calphurnia. The audience understood the [illegible] position assigned to women in [illegible] society. Similarly, the crowd was clarified the Romans' sharp class [illegible] sions. Treatment of character open ended. Brutus (Andy Bla[illegible] running, here is the Professor of Pharmacology from Oxford Universi[illegible]ty, and an old hand with the Home Office Advisory Committee on Anim[illegible]al Experiments (ACAE), giving us his very considerable hap'orth.

Man and Mouse is an impressive, readable and elegant account of the glories of science and the role of the research animal – a professional recipient of discomfort, misery or worse – in its march. Sir William delivers a lecture on the history of science which shows the need for wide-ranging, whole animal research as a prerequisite for discovering the ways of our body and the treatments – surgical and medical – we are of course all glad exist and will improve. He nods perfectly decently towards research on alternatives to animal use. He demonstrates, at least to his own satisfaction, the discipline scientists impose on one another – bolstering individual consciences – to moderate any likelihood of excess. He reassures us about the Home Office inspectors and the system of invigilation they operate on the experimenting community.

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Without such breaths of reality this book is dangerously weak. You might like to look at it for its science. I doubt its politics, so to speak, will get you very far.

Richard North

BOOKS

Bricks and mortarboards

Educational Development and School Building: Aspects of Public Policy 1945–73. By Stuart Maclure.
Longman £14.95.

This book was planned to commemorate the work of Sir John Newsom, Chief Education Officer for Hertfordshire from 1940 to 1957, who was also a director of Longman and, for the last six years of his life (1966–1971), Chairman of the Harlow Development Corporation. Stuart Maclure decided to concentrate his attention on Hertfordshire's contribution to school building and its influence on national policy in the post-war period, though there are numerous references to Newsom's educational ideas as evinced in his widely-read Penguin Special *The Child at School* (1950) and in – to use Maclure's words – the "much undervalued" Newsom Report on *Half our Future* (1963).

The contribution of Newsom and the architectural team led by Stirrat Johnson-Marshall to the development of school architecture has been described before but it is here given very detailed and interesting treatment. The school population in Hertfordshire, as in many other parts of the country, was rising rapidly after 1945 and there was a firm commitment under the 1944 Education Act to raise the school leaving age just at the time when the British economy was adjusting to the effects of the Second World War with the severe shortages of building materials and skilled labour which characterized the immediate post-war period. The Government's initial solution was to provide Ministry of Works' huts (the famous, or notorious, "Horsa" huts) to cope with the problem. This proposal horrified Newsom, an essentially civilized and cultivated person, both on aesthetic and educational grounds, and although in the end he was forced to accept some of the huts, he made good his claim that carefully planned buildings using prefabricated components could do the job well below the previously accepted cost and time norms for traditional buildings and still embody good – indeed superior – educational practice.

That breakthrough was the beginning of a new approach to school buildings which spread throughout the country and brought British school architecture to international notice. This is the main theme of Maclure's book and is very well developed. Maclure himself knew many of the participants and several of them were interviewed in gathering material for this book. Central Government records have also been utilized and, although the 30-year rule operated, one doubts whether many new insights will be forthcoming from central sources. In brief, Hertfordshire continued to develop its techniques of industrialized building dedicated to a progressive educational outlook and when Johnson-Marshall moved to become Chief Architect at the Ministry of Education in 1948 and took with him several of the Hertfordshire team, their approach to building schools transformed Government policy and affected, either directly or indirectly, almost every local education authority in the country.

Perhaps the most interesting part of the book is Maclure's treatment of the remarkable revolution which was wrought in the administrative procedures at central and local government levels. The growth of the Architects' and Building Branch at the Ministry (later the Department) of Education and Science, the setting up of a Development Group, its numerous *Building Bulletins* publicizing the new approach and the growth of the Building Consortia are all fully described, not in abstract terms but by bringing out the personalities of the officials and architects involved.

It is indeed a stirring account and produced what Maclure characterizes as a "golden age" of school building. And, like all golden ages, it had to come to an end – 1973 being the year chosen by the author as the date when the reaction really set in: falling school rolls, economic recession, the reorganization of the Development Group and the collapse of some of the Consortia marking its decline. What was achieved on the administrative side during those heroic days is well described, and on the architectural side, Maclure brings out one of the essential characteristics of the new approach, its concern for children and teachers. The architects and administrators, who master-minded the new financial and planning techniques were also concerned with the effect their buildings would have on teaching methods and the internal social life of the schools. Fortunately the primary schools built were sufficiently small to retain a human dimension, and, although the lack of consensus on the best methods of organizing secondary education continued throughout the period of expansion, resulting in a certain amount of hasty improvisation, there were some bold educational experiments and interesting solutions to some of the design problems presented.

The number of new schools produced by the local authorities in the period 1945 to 1973 was far too large for a total evaluation of their architectural and educational merits to be attempted. The author was, however, fortunate in persuading David and Mary Medd, who both worked in Hertfordshire before going to the DES Architects' Branch, to provide excellent plans of 33 schools with useful descriptive notes and numerous photographs. Several of the Hertfordshire and DES development project schools are illustrated, with a selection of other influential buildings. The ideas and techniques pioneered by Hertfordshire and the Architects' and Building Branch of the DES were without doubt widely imitated and fundamentally changed the design of schools all over the country and even abroad. Successful designs are, however, often elusive to capture in actual practice and the notes provided by the Medds showing subsequent alterations and modifications illustrate, as Maclure comments, that dogmatism in matters of educational planning is unwise. Nevertheless, it is good to have this book to celebrate the relatively short but creative period when educational and architectural ideas came together with notable success.

Malcolm Seaborne

Out of order

Doing Your Own Research. By Eileen Kane.
Marion Boyars £15.95 and £7.95.

Academic research is an area which can trigger anxiety in many otherwise stable people, notably teachers. The sight of tables of figures in a page of text cause it to be turned with indecent haste. "Just tell me the results" they say, "don't bother me with the details." But then, of course, they haven't the power to decide whether the results are even worth the printer's ink . . . remember Burt.

Novice researchers have great additional problems, such as where to start, which method to use, and when to stop. Eileen Kane knows about such things. She also understands that the battle with methodology brings everyone's latent inferiority complex to light, and has written a book which the aspirant investigator will find extremely valuable. Though it is aimed at students struggling with postgraduate work, it would be useful at every level, from long essay to PhD.

With two colleagues, who have contributed a chapter each, the author assumes nothing – even how to look up library reference – and writes with clarity and as light a touch as the subject matter allows. For example, in explaining why research has to be such an organized business, she uses the analogy of catching a bus. In your search for a number 44, would you look at all the buses on the streets until you find one with a similar number, or would you look up the number 44 in the timetable? It would have been helpful to readers searching for points in the detailed text, to have had the conventional layout broken-up, say into boxes in the American style.

The author asks you to start by looking closely at your ideas; the biggest hurdle, she says, is deciding what you want to know. Then, if you think they merit investigation, she takes you step by painstaking step through collecting the material to producing the written report. The final chapter on how to set about getting a research grant could be especially valuable.

Kane's own encounters with woolly-mindedness appear to have brought about an almost obsessional emphasis on preparation, which could be off-putting. Her methods of recording data are sometimes unnecessarily complicated, if not old-fashioned, such as keeping all the initial material in hardback notebooks and duplicating records on bits of paper. She seems to have little awareness of the spread of private computers on the mainland; like author is from Dublin. If she knew about the way word-processors work, for example, she would never suggest much less insist on footnotes. But she does tell you where to put the mike when sound recording, and not to forget to carry spare batteries. In the end there can be no doubt about the last truth of sloppy data collection – "1. You will *not* remember it. 2. You will *never* catch up."

Research calls for a strange amalgam of courage, clerking skills, and a personality which can cope with both anxiety and drudgery. Add sound methodology and luck, and the rewards of pushing back the frontiers of knowledge can be yours.

Juan Freeman

Star chasing

Frozen Star. By George Greenstein.
Macdonald £9.95.

In late September 1967, a young graduate researcher, Jocelyn Bell, made a remarkable discovery. Using a special radio telescope designed by her professor, Antony Hewish, she picked up pulse-like signals from a section of the sky. A less diligent scientist might have dismissed these as interference. To Jocelyn Bell, they were worthy of closer investigation.

It was a wise decision. Detailed research at her Cambridge laboratory revealed that the signals were precise and regular (occurring every 1.3373011 seconds), and extraterrestrial. They could almost have come from an alien civilization. Indeed, Bell later admitted she briefly entertained such a thought but dismissed it. In fact, she and Hewish had made a discovery that "marked a minor revolution in astronomy", according to George Greenstein.

They had found the first neutron star, an object so crushed and compact it seems to defy the laws of physics. Inside a body only 10 kilometres in diameter, the mass of an entire star has been compressed to inconceivable density. A one-inch cube of its matter weighs 100 millions tons. Even stranger, the star is whirling round every 1.3 seconds, spreading its bizarre radio signals through the galaxy.

The discovery was the first evidence of the existence of an extraordinary class of bodies, objects so heavy and dense that sometimes even light cannot escape their surfaces. Collapsed stars that are this massive are called black holes and one day may form the resting place of all matter in the universe.

No one has yet found one, although astronomers believe discovery is close. This strange chase has now been chronicled by George Greenstein, professor of astronomy at Amherst College, Massachusetts, in a remarkably readable book. *Frozen Stars* conveys both the fascination of research and the exhilaration of discovery and understanding.

Nuclear physics and cosmology are important, but arcane, subjects. However, Greenstein has succeeded both in personalizing his explanations and in conveying a feeling for his subject without exaggeration or the overdramatisations which so afflicts US science writing. A first-class work of scientific popularization.

Robin McKie

Piggy in the middle

Man and Mouse: Animals in Medical Research. By Sir William Paton.
Oxford Paperbacks £2.95.

Animal experimentation has always attracted powerful argument. Both sides have bent every rule in the book to get their message across. No hostages are taken. The anti's wheel on every atrocity they can think of. The scientists parade the periodic hooded terrorist as a sign the opposition is barking mad. Still, on the whole, it is the anti-brigades which have wielded the pen (as well as, sometimes, the sword).

Now, just to prove that the anti vivisectionists cannot make all the running, here is the Professor of Pharmacology from Oxford Universi[illegible]ty, and an old hand with the Home Office Advisory Committee on Anim[illegible]al Experiments (ACAE), giving us his very considerable hap'orth.

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Aspects of Public Policy 1945-1973
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This study concentrates on the period of 1945-1973 detailing the involvement of architects and teachers in forming a plan for school architecture to complement a revised curriculum and new methods of teaching. Particular coverage is given to the Hertfordshire initiative which gave the national strategy many of its essential elements.
0 582 03296 2 £14.95

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BOOKS

Love, love, love

The Collected Letters of Katherine Mansfield Volume 1 1903–1917. Edited by Vincent O'Sullivan and Margaret Scott.
Oxford University Press £15.00.

As a correspondent Katherine Mansfield was a fluent theatrical performer, self-centred yet finely tuned to each individual reader. It is fascinating to watch in this first of four volumes of collected letters how she presented the same incident to different audiences. At Zennor, Cornwall in 1916 she watched a storming row between D H Lawrence and Frieda, in which Lawrence beat his wife up. She related this drama with a certain Schadenfreude, since she couldn't stand Frieda, to both "Kot", the Russian émigré S S Koteliansky, who was her unswerving friend, and to Lady Ottoline Morrell, whose hospitality she had enjoyed at Garsington. She seldom put on airs for Kot, and for him her account of the quarrel is straightforward, but for Lady Ottoline she softens the violence with a jokey reference to pots and pans flying in the Duchess's kitchen in *Alice in Wonderland*.

These letters, more than 300 of them, edited by Vincent O'Sullivan and Margaret Scott, take K M from her schooldays in New Zealand to the onset of the illness in 1917 that was to cause her death in 1923 at the age of 34. Some of the early ones are so trivial as to make one wonder whether even now someone is collating Iris Murdoch's shopping lists.

The book springs to life, though, when at 20 K M begins an independent life in London. She falls passionately in love with Garnett Trowell, a violinist, having previously been in love with his brother and writes him ardent letters. "The smoke of our Abdullah cigarettes, mingling together, shall wreathe itself into a fragrant incense upon the alter of Love, Love, Love." Suddenly the letters end. Editorial comment could not be briefer. Trowell's parents, it is said, put an end to the romance and K M married a professional singer, George Bowden, leaving him the same day.

Nearly a third of the letters in this volume are addressed to John Middleton Murry, the writer who became her lover and later her second husband. According to the introduction Murry has had "what may be the worst press of any writer among his contemporaries, apart from Aleister Crowley". This claim can be disputed but the editors' affirmation that K M really loved him is beyond argument.

She had other affairs; for a time she left Murry for the French writer, Francis Carco. She was attracted to Bertrand Russell, who later wrote: "My feelings to her were ambivalent: I admired her passionately, but was repelled by her dark hatreds". But Murry remained for 10 years at the centre of her life; she wanted to share her perceptions with him, and her letters to him often sparkle with the impressionistic detail of her best stories.

For some months in 1915, after the death in action of her adored brother, Leslie, she lived alone in Bandol in the South of France. In spite of the war she flitted restlessly between England and France. Murry was in London, and she took pains to describe the landscape for him. "It was so clear you could see every pointed pine, every little zig zag track – the black stems of the olives showing sooty and soft among the silvery green." She cared about Jack, or Tig, or Jaggle – she liked to use coy nicknames for herself, Kissienka, Wig, Kass and so on and for other people – and dropped her self-defensive guard with him as with no one else.

The letters are vivid and revealing. K M meets and is impressed by Virginia Woolf, a far finer letter-writer, is at first fulsome and then acerbic with Lady Ottoline. The notes are exhaustive but the unexplained "Betsy" to whom K M occasionally refers, is surely, since she was a keen Dickensian, Betsy Prig, the confidante of Sairey Gamp in *Martin Chuzzlewit*.

Sylvia Clayton

Rhymes: an appeal

Sir – Having begun to compile an anthology of children's rhymes, and intending no disrespect to my predecessors, I find the published sources known to me few and repetitive. Perhaps your readers can increase this haul.

By "children's rhymes", I do not mean the kind of verses called nursery rhymes, nor poems composed by this or that child, but the (mostly) short, rough, sharp and sometimes crude rhymes that children invent collectively. For example:

Half past nine
weather's fine
hang your knickers on the line.
Half past one
coppers come
take them off and put them on.
or

Hooks and eyes
joined together,
you're a book
and I'm a feather.

I would like the anthology to include a substantial number of such rhymes, particularly those current today, and your readers are the people most likely to know about them.

If anyone who has noted such material would be kind enough to send me their examples they may be sure they will be safely returned, and, if used, properly acknowledged when the book is published in a year or so's time. It would make the material even more interesting to know roughly where and when it was first heard.

CHRISTOPHER LOGUE
18 Denbigh Close
London W11 2QH

Corrections

Our review by Peter Newsam (*TES* September 21) of the book published by All London Teachers Against Racism and Fascism (ALTARF) did not mention its title, which is **Challenging Racism**. (£2.00 from ALTARF, Panther House, Room 216, 38 Mount Pleasant, London WC1X 0AP.)

Cockroft and the Atom by Guy Hartcup and T E Allibone, reviewed in *The TES* Science Extra on September 21, is published by Adam Hilger at £18.95; and not as stated.

Evocative

Karl Kraus (1874–1936) is still an unknown quantity in this country. In These Great Times (Carcanet £12.95) Harry Zohn has compiled an introductory reader, complete with a biographical chronology and select bibliography. The prose has been translated by the editor; a selection of poetry by Max Knight and Karl F Ross; and extracts from Kraus' massive play *The Last Days of Mankind* by Max Knight and Joseph Fabry. The illustrations are evocative both of the artist and his era.

Bill Lucas

Russian reflections

The Village of Stepanchikovo and its Inhabitants. By F. Dostoyevsky. Translated by Ignat Avesy.
Angel Classics £4.95 0 946162 077
The Tales of Belkin, with The History of the Village of Goryukhino. By A. Pushkin. Translated by G. Aitken and D. Budgen.
Angel Classics £7.95 0 946162 042
A Russian Schoolboy. By S. Aksakov. Translated by J. D. Duff.
OUP £2.50 0 19 281575 X
The White Guard. By M. Bulgakov. Translated by M. Glenny.
Flamingo £2.95 0 00 654006 6

To anyone ignorant of Russian literature these four classic works, brought together by happy chance, will give some inkling and slight taste of its richness and variety. So far as can be judged merely from the effect, the translations severally well reflect the differing styles of the originals, and read well, what oddities there are having been clearly intended by the authors.

The Dostoyevsky is perhaps the most difficult to appreciate. The intention is satirical; and to that end the characters are presented as personifications of their respective dominant traits. Thus simplified and, within narrow limits, unchanging, the inherent absurdity of each becomes the more striking and the picture of Russian life in the back of beyond the more ludicrous. Yet, and here the notes are helpful, what Dostoyevsky has produced results not from caprice, but from putting together in suitably exaggerated form many of the ridiculous views, opinions, portrayals of Russian society then current. The work has its moments of tedium; but persevering reading to the end is richly rewarded.

Pushkin's stories are brilliant. The simplicity of the style, the austerity of the description, the unexpectedly comic dénouements, the compression and brevity are exemplary. But, as the introduction shows, just these aspects, and the fact of the implicit claim to be serious literature in prose, in all of which Pushkin's daring originality is manifest, outraged prevailing taste. For, so far as this condescended from the lofty patrician sphere of literature proper, poetry, to acknowledge the plebeian world of vulgar prose, it was all for vapid saccharine sentimentality and spurious gothic *frissons*. Only later did the tales come to be appreciated, for themselves, and seen to be the first assertion of Russian prose as a proper medium for serious literature.

This last volume of Aksakov's partly autobiographical trilogy is unquestionably the happiest and most poetically evocative of the four works here reviewed. It covers the years up to his leaving the University of Kazun, then recently founded in 1804. Written when Aksakov was over fifty, it nonetheless has a freshness and immediacy that make it difficult to credit that these are recollections set down so long after the event. So often, after years which frequently see responses coarsened and blunted by the bitterness and deceptions of experience, such recreations, the conscious attempts to be childlike, result in something affected, unpleasingly artificial and "literary". But Aksakov writes as though still wide-eyed, innocent without the least scrap straining after effect, and produces little jewel that makes one eager read the rest. The brief introduc puts the work in the context of Ru literature and shows how, and wh was something quite original that the first was greatly admired fo accurate portrayal of ordinary R

The White Guard is undoubtedly most gripping and powerfully affec of these four works. It is the story events in Kiev towards the end of first world war, seen largely from viewpoint of a family, the Turbi thoroughly traditional in outlook violently opposed to the Bolshevi Kiev is in state of fearful suspen The Germans are leaving. There a rumours of an uprising in the sur rounding country thirsting for blo and rapine. Defence is entrusted Hetman who, with his staff, runs with the last Germans. The rebels the city but only briefly. They appear, and the city awaits the Army. The depiction of the confu suspicion, fear, doom-laden rum where, lack of news and emotion terrified expectancy is masterly. It like in *The Master and Margarita* startles by its strangeness, "it is Bulgakov's extraordinary realism overpowers. The introduction ma tions the political difficulties exer tered for having written from a "wh standpoint. Ironically Stalin, after ing the ban on the theatre version the work, so liked it that he attende fifteen performances.

Pierre Walker

Terror of the timid

The Letters of Hugh MacDiarmid. Edited by Alan Bold.
Hamish Hamilton £20.00. 0 241 11220 6
The Edge of the Wood. By Alan Bold.
Luath Press £4.25. 0 946487 08 1

Besides being a great poet, Hugh MacDiarmid was a great letter writer. Although he wrote in 1911 to his former schoolteacher, George Ogilvie, "I never write letters if I can possibly help it – I hate pen and ink," he wrote thousands of them in his lifetime of 86 years. Even when he tells a correspondent he is sending only "a hasty note" it amounts often to five or six hundred words. This selection from all the letters in existence, plus Alan Bold's introduction, notes and a very good index, comes to 910 pages.

MacDiarmid was a man of, tremendous energy. He threw himself wholeheartedly into everything he wrote, every cause he took up. He thrived on controversy and was in every battle, literary and political, in Scotland during his lifetime. He was a Communist and a Scottish Nationalist. He was the father of Synthetic Scots and the leader of the Scottish Renaissance. He was changeable, quarrelsome, intolerant and did not suffer fools. "He was willing," says Alan Bold, "to pursue his enemies with a tenacity that made him the terror of the more timid sections of the Scottish literati. Not for MacDiarmid the stab in the back or the insidious spreading of malicious gossip. He preferred open confrontation." Yet, despite all that, he was "a man who created much happiness, who was genuinely loved by those who knew him well".

One of MacDiarmid's greatest feuds was against Edwin Muir. The two poets had been friendly in the early 1920s, but they split company when Muir dismissed Synthetic Scots as "ingenious but irrelevant". The Muir feud and others are featured in many letters; also MacDiarmid's marriages to Peggy Skinner and Valda Trevlyn, his years of exile in Shetland, his service in two world wars, and his everlasting penury. His penury was alleviated by a grant from the Royal Literary Fund and, eventually, in 1950, by a Civil List pension. This pension, given by an English Prime Minister, did in some way compensate for the disgraceful way MacDiarmid was treated in 1941 when he was conscripted and, distinguished man of letters though he was, and aged 50, ordered do labouring work on the roa Owing to the intervention of anoth poet, Helen Cruickshank, an influ tial civil servant, this was changed engineering work in Glasgow. Le after he had suffered serious injur he was transferred to being Fi Engineer on a Norwegian vessel ow ating in the Clyde estuary. MacDi mid never complained about this tre ment, but the Scottish Establishment should be everlastingly ashamed of it.

Among his correspondents were Compton Mackenzie, Neil Gunn, T Eliot, Tom Scott, Norman MacCa Sean O'Casey, Naomi Mitchison Maurice Lindsay. I think that anyo reading these letters will find the every bit as fascinating as the letters that other twentieth century iconoclas and literary colossus, D H Lawrence Alan Bold has edited and introduced them with skill, understanding and tolerance.

Alan Bold is a poet who does not follow MacDiarmid's creed that poet by Scots should be in Synthetic Scots Lallans. His poems are in plain dull English, and so are his stories in *The Edge of the Wood*. Yet they still unmistakably by a Scotsman. We have all the lilt of Scottish speech and the essence of Scotland in backgrou and character. They are sometim satirical, sometimes macabre, sometimes pathetic, but some are very funny. One of the "The Day of the Gael" is a piece cynicism, and I have an awful feeli that MacDiarmid might not have bee pletely approved of its leg-pulling.

Fred Urquhart

lingo

English has a substantial number of words that can function both as verbs and nouns – words like *fear, hate, love, answer, mistake, reply, request, affiliate, associate, implement*. The two-syllable words of this kind show an interesting characteristic: their pronunciation is changing before our very eyes.

There are over 1,000 words in the two-syllable noun/verb class, and up till the second half of the sixteenth century, almost all were stressed on the second syllable both as verbs and nouns[1]. Then, between 1550 and 1600 a few of the noun functions shifted the stress to the first syllable. Among the earliest recorded were *outlaw, rebel,* and *record*.

To date, the number of such noun functions that have shifted stress appear to total about 200, among them *addict, affix, contest, convict, defect, intern, progress, rebound*. What process has been at work selecting these and the others that have changed stress? Nobody knows. It cannot be just frequency of use; for among those that have stayed put are *answer, dislike, mistake, reply, request, result, reward* – all every bit as common as those that have shifted.

It seems to be yet another example of a slow process of change at work in the language, moving in a consistent direction, without conscious thought or decision on anyone's part but reflecting some instinctive feeling for the language on the part of its speakers.

A question of interest to students of contemporary English? The answer is yes, it is; and the evidence is supplied by a group of words whose pronunciation is clearly wavering between stress on the second syllable and moving to the first – words like *address, balance, decline, incline, recall, recess, research, romance*.

William T McLeod

[1] M Chen and W Wang, *Language* 51:255–81 (1975).

BOOKS

CHILDREN'S LITERATURE

Who, Sir? Me, Sir?: by K.M. Peyton.
Oxford University Press £5.95. 19 271470 8
The All Electric Amusement Arcade: By Gerald Macdonald.
Hamish Hamilton £5.50. 241 11187 0
The Duck Street Gang. By Denis Murray
Hamish Hamilton £5.75. 241 11269 9
The Left Overs. By Eleanor Spence.
Methuen £4.95. 454 002 84 X
Home Before Long. By Bill Gilham.
Andre Deutsch £4.95. 233 97561 6

Shirley Hughes' well-loved toddler hero reappears in *An Evening at Alfie's* (Bodley Head £4.95). He and babysitter Maureen (who wants to be a plumber) have to cope with a burst water pipe until Maureen's parents come to the rescue. Realistic domestic disaster is treated with warmth and humour.

Without any doubt, school stories are back with a vengeance. And though on the surface they might seem different from their stereotyped predecessors, they tend to follow the same formula. Thus, in K M Peyton's *Who, Sir? Me, Sir?* good triumphs over evil (well, more or less) the young people are bright-eyed and clean-living (well, up to a point) and they never think of sex (well, hardly ever). This is the tale of a group of rough diamonds from an ill-thought of comprehensive who are put up by their form teacher to compete in a tetrathlon (runnning, shooting, riding, swimming) against the poshest school in the area. Needless to say, they have ups and downs on the way. The team's interface with the equestrian world makes for some particularly interesting moments. It is a good yarn, with particular appeal for the horsey reader, of whom there are plenty about.

The All Electric Amusement Arcade is about a very recognisable group of young people for whom school has become a vague itch in the background, to be scratched by the occasional fleeting visit. Bella, the heroine of the story is a self-sufficient 15 year old who takes over the running of an amusement arcade with the help of her rock-orientated cronies. And, needless again to say, they have their ups and downs. Are they threatened with closure by the council? Indeed they are. Are some of the councillors more swinging-minded than others? Why, of course. In one of the stickiest of them a lady JP who writes in a notebook with a watered-silk cover? You got it feller. So far as I can tell from the experience of my sheltered existence, the details have an authentic ring. At any rate I sympathised with the plight of Dale the drummer, whose bass drum walked across the stage in response to the blows of the footpedal. The same used to happen to me, when, long ago I played in a trio for wedding receptions in the Co-op hall. Us musicians know all about these things. A good read, this, for all rock fans aged 12 upwards.

The Duck Street Gang is another school story about an ill-considered group of pupils who excel themselves. In this case form 2D (not 2D!) do a nativity play. It turns out to be a lively production, in which, for example, two drunks are ejected from the Inn in Bethlehem singing "I'll Take You Home Again Kathleen", and the innkeeper's wife refuses admission to Mary and Joseph, her husband being busy changing a barrel at the time. The boys and girls go on to a series of other escapades, culminating in their being pursued simultaneously by both the Army and the Royal Navy. Entertainingly preposterous is the best description I can muster for Denis Murray's first novel.

The Left Overs of the book by Eleanor Spence are four Australian foster children aged between eight and eleven who are threatened with separation after a long time of living together almost like a "proper" family. They try to fight off the fateful happening and, as you might expect, they have lots of ups and downs. . . . This is a good and sensitive book, with a nice feel for the rather resigned – often later to become cynical – sir of the "unwanted" child. It shows gently and clearly that there are no easy answers and that endings are more likely to be bitter-sweet than happy.

I enjoyed *Home Before Long* very much indeed despite – or perhaps because of – its straightforward unmawkish sentimentality. It tells of two evacuees – a girl and her littler brother – sent from London into the country at the outbreak of the Second World War. The culture-clash between town children and country ways is well described, and the story comforts and ultimately warms in a way reminiscent of *The Railway Children*. Many schools deal with this episode of our history as part of their topic work, and this book would make a better and more enjoyable source than do most textbooks.

Gerald Haigh

World view

Oxford Children's History. Volume 1: Earliest Times to the Last Stuarts. By Roy Burrell. 0 19 918186 1. Volume 2: The Making of the Modern Age. By Peter and Mary Speed. 918187 X.
Oxford University Press £9.95 each.
A History of the World. By R J Unstead.
Adam & Charles Black £12.00. 07136 2241 5.

Oxford's version of History for Kids is impressionist, a pointillist pageant whose myriad colourful spots blend into a sweeping landscape. Each spot is an individual, a home, a happening, real or imagined. Each is shown in close focus and sharp detail.

Some stock stories are told straight: Pope Gregory and those Anglian slaves, Hastings, Agincourt. But we see most great events from the sidelines. An old seaman tells of his voyage round the world with Drake, a fat Parisian banker recalls the Revolution and is thankful for Napoleonic order (though his wife worries about their boy serving in Russia). So we are brought into intimate contact with the sights, sounds and smells of England past, or in the wider-ranging second volume with the problems and conflicts of the present world. True, most interviewees are pure cardboard, with stilted speech and impossibly detached views. Ask a casual onlooker at Guy Fawkes' positively last public appearance what it's all about and you'll get more than you bargain for in the way of a lecture on the country's basic religious problems.

The method has its dangers. It sometimes gets Roy Burrell in a terrible tangle over his tenses. It means picking a tight-rope course between realism, caricature and sober fact. Faking evidence is fun up to a point, but Zhukov on Stalin, or Hitler and Mao telling their own life-stories, raise uneasy doubts. Things work best when assorted anonymous folk report their differing experience of social and industrial change during the Industrial Revolution.

Oxford's lusciously colourful volumes, cobbled from their Junior History series, contrast with R J Unstead's bold and earnest venture. This, I suppose, might be classified as a pre-Raphaelite etching. It is replete with fine detail but lacking in shape and colour. Mr Unstead tells what happened, but teaches us nothing about the nature of history. World history, it seems, is made up (until the nineteenth century sets it in a new frame) of disjointed, ill-ordered snippets. Alexander, for example, invades India long before his arrival in Greece, and every chapter starts long before its predecessor ends. Explanations are rare and slight. "Italy's wealth and her long-established contacts with the Muslim world brought about that marvellous flowering of the arts know as the Renaissance." we are told; and the flowering itself is summarized as a string of great names, just as Chinese history is a repetitive series of dynasties.

When Mr Unstead reaches modern times his account becomes more spacious and coherent. It has shape, emphasis and comment. The great men become more than meaningless names, and play their conventional parts. Cavour and Bismark (*sic*) unite their respective countries, assorted totalitarian monsters bring about our own century's conflicts, which are recounted in detail.

This highly compressed compendium has its uses and its fascination as a guide to what happened when. But it is not a very reliable one, for its trivial slips of name and date are many.

Tom Corfe

Gloriana's glory

Queen Elizabeth I: Most Politick Princess. Edited by Simon Adams.
History Today £1.95.

Gloriana's effect on dramatists, novelists, composers and historians has hardly lessened with the centuries. Now she inspires *History Today* into spawning a welcome offspring. *Most Politick Princess* has the magazine's format, liveliness and pictorial prettiness, without its familiar entertaining ragbag of cast-offs. Instead, a well-tailored collection of snippets adorns a single central figure; though the book's theme is less Elizabeth in person than the system over which she presided.

As in the monthly manifestation, august scholars rub shoulders with younger enthusiasts popularizing research or plugging new perspectives. The results come in essays that rarely exceed 4,000 words and lack trappings of obvious scholarship; sometimes brevity produces dogmatic assertiveness, but it also steers anyone sufficiently interested towards more extended treatment.

The queen herself only once appears in the forefront, in Paul Johnson's characteristically enthusiastic introductory profile. Even Roy Strong's pictorial essay on royal portraiture presents and analyses only the concealing mask. For most contributors, it is the nature of government that intrigues, the machinery which "lacked the authority to rule the nation," to quote Christopher Haigh, "and was used instead to produce rewards which enticed the mighty to the service of the state".

Elizabeth's ministers, without wealth or power, faced an incoherent, uncooperative, even unsympathetic people. But they were shrewd and resourceful, and they had the queen's own stunning personality as an instrument for their purpose. So they mobilized and manipulated factional interests, local elites and foreign dignitaries. Sometimes they failed to win the support they sought. They affronted the northern magnates in 1569 and were faced with popular upheaval, while their wilful misunderstanding of entrenched attitudes in Ireland inaugurated a never-ending tragedy. Yet essentially Elizabeth's reign was a success story, and this collection demonstrates how improvisation, compromise and cold calculation made it so.

T C

Sources for courses

Medicine in the Mediaeval World. By M V Lyons. 0 333 35102 9. **The Crusades. By J A P Jones.** 35103 7. **Elizabeth in Danger. By S M Harrison.** 35077 4. **The Great Rebellion. By Vincent Crinnion.** 35099 5. **The American West. By Derek Wise.** 35098 7. **Black People in Britain 1650–1850. By Tessa Hosking.** 35078 2. **The French Revolution. By Martin Dickinson.** 35076 6. **Stalin's Russia. By Ramara Pimlott.** 35079 0.
Macmillan History in Depth Series £2.25 each.
The French Revolution. By James and Elizabeth Campling. 0 7134 3848 7. **Victorian London. By Richard Tames.** 3539 9. **The Great War. By Richard Tames.** 3537 2.
Batsford Living Through History series £6.95 each.

Here are two new series for supplementing coursebooks in the secondary school. Macmillan's History in Depth is purpose-designed to be an extension to their successful History in the Making series – a mainstay for exponents of the new history, with its "Using the Evidence" section, and its attention to the rest of the world as well as Britain and Europe. These first eight slim and elegant 50-page History in Depth books deal with topics arising from and slotting into the contents of History in the Making, in depth as the series title indicates, and with close attention to primary evidence.

Their covers woo the eye immediately with their richly coloured enlarged details from contemporary art – manuscripts, tapestries or paintings – leading us inside a bedroon in medieval Florence, where a doctor sitting on a three legged chair on the red ceramic tiles is cauterizing someone's leg wound; homing in on the black sailor on the Victory, who points urgently into the distance behind the group of faces all gazing intently at the dying Nelson; focusing on the well-scrubbed pioneers and contented looking oxen pulling a highly romanticized wagon train through a highly romanticized landscape in the American West.

There are lessons to be learned here about pictorial sources even before you look inside, and looking inside is certainly no disappointment. *The Crusades* for example, brings together photographs and plans of the massive stronghold of Krak des Chevaliers, descriptions of contemporary war machines and the fearsome Greek fire which no one is any longer quite sure how to make, and the Gesta Francorum, Anna Comnena and the Syrian Usama, – sources school students certainly never used to have access to.

The ingenuity of the suggestions for pupils' work varies from book to book, but the prize for interest and inventiveness has to be shared between *Elizabeth in Danger*, in which you can spy along with Walsingham, deciphering Mary Queen of Scots' coded messages and analysing the outside and inside measurements at Speke Hall near Liverpool to discover where the priest hold must be, and *The Great Rebellion* in which you can compare Royalist and Parliamentarian accounts of major battles, and speculate about support at a local level on the basis of data given for Cheshire. This is going to be a tremendously useful series, whether used in conjunction with History in the Making, with another coursebook, or just for individual topics.

Living through History, which comes more expensive and in hardback, is more for reference and project work. The idea is to see the past through its protagonists, the activists and great names of history. Thus Victorian London is seen in terms of Thomas Cubitt who built most of it, and Charles Dickens and Henry Mayhew who described it; the French Revolution in terms of its revolutionaries, opponents, victims and survivors. Some less well known names appear too; in *The Great War* we meet the German sailor/dinrist Richard Stumpf and Rosina Whyatt the union organizer, as well as Pétain and Ludendorff and Jellicoe. Again the emphasis is on original source material and contemporary illustrations.

Both series have a volume on the French Revolution, which together would provide a sound insight to the revolutionary years until the mid-1790s. Working through History in Depth would explain all about bread prices and taxation, Rights of Man and constitution making, idealism and Terror; Living through History would provide more perspective and some understanding of how individuals influenced events and events influenced individuals. If you have to choose between them, buy History in Depth. But then buy Living though History.

Jessica Saraga

An invaluable reference guide
A Guide to English Educational Terms
Peter Gordon & Dennis Lawton
Providing concise definitions of the many specialised terms likely to be encountered in current discussion of educational matters, this extensively cross-referenced book is proving to be invaluable to teachers, school governors, educational administrators and concerned parents, as well as to students on teacher-training courses. Included are useful lists of educational acronyms, reference books and "ministers of education".
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Batsford 4 Fitzhardinge Street London W1H 0AH Telephone (01) 486 8484

BOOKS

Battle cries

The Oxford Book of War Poetry. Edited by Jon Stallworthy
Oxford University Press £9.50.
0 19 214125 2.

In his diary for 1923, Siegfried Sassoon records a conversation with Walter de la Mare in which they discussed Middleton Murry's knack of making people uncomfortable. "You know, Siegfried," said de la Mare, "*you* made people feel rather uncomfortable during the war". Sassoon was remembering Murry's *Nation* attack on his poems, in which they were characterized as a cry with "neither weight nor meaning of its own . . . We long to silence the cry, whether by succour or sympathy, or by hiding ourselves from it . . . They touch not our imagination but our sense . . . Their effect is exhausted when the immediate impression dies away". Yet they have continued to be in print, and here in an anthology of war-poetry whose earliest contributor lived around 900 BC, they again give perhaps the most vivid sense of what it was like to have endured battle. Without striving for literary effects and rising above mere discomforting propaganda, they tell of the genuine, individual histories which lie behind the newspaper reports and later, large-scale surveys.

In both a social and literary sense, excellently explored by Paul Fussell in *The Great War and Modern Memory*, that war has gained a pivotal position, the one with which poetry is invariably associated. Many of the poets that survived it – Sassoon, perhaps, among them – found it difficult to write about peace with anything resembling their earlier force. While being unlikely to join that select number of anthologies that set their contents, familiar or otherwise, in a distinct light which reflects the character of the editor, Jon Stallworthy's new Oxford book is a useful reminder of the extent to which war has permeated the lives of poets far from the battlefield.

It is the delight of the anthologist, as Geoffrey Grigson has written, to hunt out the obscure and the odd; and it is with pleasure (if that is the word) that, after reading again Virgil, Johnson (careless proof-reading of the footnote has Charles XII of Sweden alive long after the poem has described his death), Byron and Hardy, one chances upon Edgar Wallace:

> The clink of a stopper and glass:
> A sigh as the chloroform drips:
> A trickle of – what? on the grass,
> And bluer and bluer the lips.
>
> "Orderly, take it out.
> It's hard for his child, and it's rough on his wife,
> There might have been – sooner – a chance for his life.
> But it's War! And – Orderly, clean this knife!"

It might not be the confrontation of Aeneas and Turnus, but that dreadful "It" and the final image of the filthy knife have the force of real poetry in a way that anticipates many who were to follow. If Professor Stallworthy's introduction offers something of a whistle-stop tour rather than a discussion of all the issues to which the following poems give rise, it amply shows that this is a subject that, unlike those of some recent Oxford Books, merits such a compilation. One remains impatient for his biography of Sassoon.

Christopher Hawtree

Family affair

The Benn Inheritance: The Story of a Radical Family. By Sydney Higgens.
Methuen £12.95. 0 297 785249.

Tony Benn is to some a prophet preaching the socialist new Jerusalem, while to others he is a dangerous fanatic whose personal ambition has destroyed the credibility of the Labour Party. Sydney Higgens claims that Benn's achievement is to have kept the Labour Party true to its socialist roots, roots that have been undermined by a pragmatic leadership. If this is so, though I believe it to be a gross overstatement of the case, then the book ought to have discussed the contents of Benn's policies and their implications for the power struggles between Left and Right within the Party. What passes for analysis is no more than a cursory glance.

Benn's part in the internecine warfare in the Labour Party from the 1979 defeat culminating in the rout of June 1983 is hardly treated. Neither does Higgens convey the sense of exhaustion that was felt in the Party and which largely resulted from the activities of rival pressure groups and the whole Militant business.

The author is on firmer ground when he is chronicling the history of the Benn family up to 1950. The family founder, the Reverend Julius Benn, knew crushing poverty in the 1850's. When attacked for his Congregationalist faith by the Rector of Tilfield he promptly left the church taking most of the congregation with him, only to return on condition that the attacks on the Reformation ceased. His furniture-maker son, John Benn, who when refused publication of his articles in the *Furniture Gazette*, founded his own journal the *Cabinet Maker* in 1880. This was the forerunner of Benn Brothers publishing. Julius Benn was killed by John's brother William, who later became known as William Rutherford, (the father of the actress Margaret Rutherford). Higgens shows that personal tragedy and political defeat only made the family more determined. In a sense, that is the strongest impression the book gives.

Again and again in Tony Benn, one can see traces of the effects of this tumultuous history. Family history as biography can be treated both sympathetically and yet critically. But when it comes to the biography aspect, the reader expects the author to explore and sometimes challenge the changes of view of his subject, especially when that subject is a politician. This book is neither critical nor rigorous, it is merely sycophantic.

Richard Evans

Before a fall

Put It In Writing. By John Whale.
Dent £6.95. 0 460 04582 2.
Good English Guide. By Harry Fieldhouse.
Dent £2.95. 0 460 02289 X.

Every day we hear that standards in the use of English have fallen, are falling, and are likely to fall farther yet. Fortunately, from every corner of the partially-ruined site, self-appointed cicerones bustle forward to guide us through the intricacies of our labyrinthine language to steer our feet away from its grosser pitfalls.

John Whale's book is a reprint of a series of short articles that first appeared in the *Sunday Times* magazine. Each is prefaced with a brief passage of usually modern writing that Mr Whale admires (sometimes rather oddly) and goes on to consider some specific aspect of style or usage – rhythm, repetition, relative clauses, hyphenation, alliteration, metaphor, etc. His range of reference is impressive and his book as a whole brisk, detailed and agreeably opinionated – except, of course, where one happens to disagree with the particular opinion.

Good English Guide, an Everyman Paperback, is a corrected and revised version of a book first published in 1982 to considerable acclaim. Arranged in two alphabetical collations, "Words in Particular" ("picket, pilaff, placebo, plastic"), and "Sentences in General" ("Idiom, imagery, imperatives") it also provides much instructive value.

Books like these make one nervous about every sentence one writes – and very properly so.

Robin Ravensbourne

Jewels of memory

The Leavises: Recollections and Impressions. Edited by Denys Thompson.
Cambridge University Press £15.00.
0521 25494 9.

Now both Leavises are dead, the new men in literary studies, wrestling with hermeneutics and narrative theory, must be wondering what the fuss was about. Americans, who dominate nowadays, have never grasped it. The grossly wide-of-the-mark caricature of Leavis as "Dr Simon Lacerous" in Frederick Crews' over-rated *The Pooh Perplex* is a case in point.

The value of this collection is that it gathers the memories of contemporaries, who remember the couple when they were young, and many of the reminiscences are valuable in their own right. Gwendolen Freeman, who rightly attacks Leavis's over-simplified view of the eighteenth century, incorporates asides of social history such as the jargon and etiquette of Girton in the 1920s.

Among the jewels of memory, I most enjoyed the account of FRL by his niece Mary Pitter, showing us Leavis the country boy, recording the habits of sticklebacks, expertly scything grass, skating, walking. Professor L C Knights describes the *Scrutiny* days and regrets that Leavis's judgments and attitudes "became a kind of orthodoxy within the prevailing orthodoxy . . . his battle-cries became shibboleths". Professor Muriel Bradbrook's contribution is complementary to the obituary of Mrs Leavis published in *The Cambridge Review*. There is clearly more she could tell us.

Much of the book is beautifully written, elegiac, perceptive. But its overwhelming impression is of sadness. So many contributors write of unprovoked attacks by Mrs Leavis. The editor suggests that her terrible ill-health may have been psychosomatic, mental poison unpurged. So for Crook's record of a long and [illegible] clouded friendship with her until the end is refreshing.

I was taught by them both in the 1960s, when they were legendary figures. They trented me kindly, though her tongue could be sharp. I did not then know how ill she was, nor how badly such part-time teaching was paid. Her bitterness at having a career of her own is understandable. As a teacher she was generously [illegible] her enormous energy nourishing and keeping me always on the boil. Her opinions were often eccentric, especially when taken over from her husband and not integrated into her own thought-processes, which delighted in recondite information. Bubbling over, this was exhilarating. She was a better scholar than critic.

Valerie Grosvenor Myer

The 'Spanish Matarani' – Anita Delgado – photographed in 1914: one of the illustrations to Charles Allen's Lives of the Indian Princes (Century £12.95, to be published on October 15).

Turn to the word

The New Collins Thesaurus. Edited by W T McLeod.
Collins £7.95. 00 433058 7.

There is something extremely reassuring about Dr Roget's *Thesaurus* (treasury, word book, lexicon, store house, concordance, etc). Described by its originator, (author, deviser, generator, etc) as "a system of verbal classification", it appears to arrange all our untidy and imprecise words in a perfect order. In its six primary classes are tabulated words and phrases to express abstract relations, ideas relating to space and change of place, the intellect, the material world, volition and sentiment and moral powers. Within these classes, in numbered paragraphs, there are neatly grouped lists of nouns, verbs and adjectives. In a neighbouring column stand their antithetical (contrary, negative, etc) relatives (cousins, kinsmen, etc). Like a flawlessly arranged library, *Roget* awaits its use in literary composition.

In practice, it can be an aggravating book. First, you must consult its mammoth index. You want an alternative for, say, the word "thesaurus" itself: You are told you will find it in paragraph 802 or, if the word is to imply "like", paragraph 86; "book", paragraph 593; "words", 562; or "store", 636. So to which do you turn first?

Rather than republish the Third International Edition of *Roget*, Collins have opted for a thesaurus in dictionary form. In *The New Collins Thesaurus*, you simply turn to the word and immediately find a number of possibilities. However there are no antonyms and no related parts of speech (although separate lists are provided when a word can be more than one part of speech). Nor does it readily permit the location of a word from a vague idea and it is a little weak on phrases (although it includes some informal and slang words).

But, as its managing editor (and doyen of this paper's Lingo columnists) points out, language is too idiosyncratic (eccentric, quirky, etc.) to admit a precise scientific arrangement, and he has not been afraid to use his own judgment to produce a list of 16,000 headwords and potential alternatives that is pre-eminently practical. I shall add *McLeod* to the half dozen reference books I keep within nearest reach although my *Roget* will not be discarded (abandoned, jettisoned, scrapped, thrown away, etc).

David Self

PAPERBACKS

Traveller's check

Suddenly, travel writing is fashionable. Great tides of it flood the shelves. Some of it, like many titles in the Century Seafarers series (all £4.95), is rather specialized. While some might enjoy barking back to an adolescent romanticism with John Masefield's *The Bird of Dawning*, nineteenth century tales like Lady Brassey's *A Voyage in the Sunbeam* or Joshua Slocum's *Sailing Alone Around the World* make heavy weather. More engagingly, in the Century Travellers (also £4.95 each) you can sail with George Millar and Isabel and the Sea, a fairly hilarious account of a trip through the canals of France into the Mediterranean to Greece undertaken immediately after the war. Mr Millar is a perfect English gentleman, and his ketch is his castle.

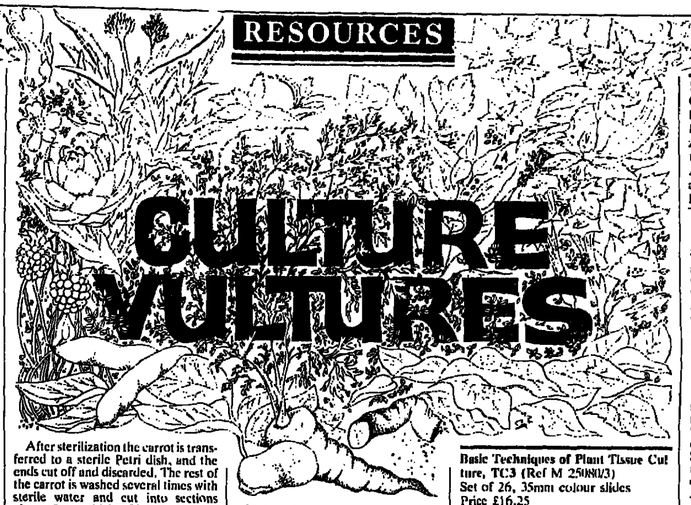
The indomitable Freya Stark strides through two volumes of her autobiography – *Traveller's Prelude* and *Beyond Euphrates* (£4.95 each) – also in the Century series, taking us to her fortieth year. Considering the revelations of the insensitivities and chaos of her family life, it's a wonder Ms Stark stopped at the Middle East. Her mother married her younger daughter off to the man she herself had been unconsciously in love with for years, to see her bear six children and one of whom survived to the present day and die herself of puerperal fever at 26 – which Mother seems to have regarded as a real nuisance. Freya remained single.

Yet more indomitable, Mme Alexandra David-Neel was the first Western woman to penetrate Tibet. In Virago's reissue of *My Journey to Lhasa* (£5.50) you can share the incredible series of adventures which the 55-year-old woman encountered, and later once shedding her disguise as a beggar for her faith in Buddhism. Lama Anagarika Govinda's *The Way of the White Clouds* (Rider £3.95) transmutes the genius of travel book in a wonderful reverie on the arts, history, religion and landscape of Tibet as experienced by an Indian devotee.

It is hard to capture the spirit of place through the descriptions of one's own impressions. Though written in 1967 John Lincoln's observations in *One Man's Mexico* (Century £4.95) remain as fresh and true today as when they were written and the book throws open a window on another hemisphere. Unfortunately, more celebrated writers give us less. Paddy Leigh Fermor's reminiscences of a journey in *The Traveller's Tree* (Penguin £2.95) and *Time of Gifts* (Penguin £2.95) as he walks through Hitler's Europe, but is a tolerably amusing yourself to the evocation of Roumeli (Penguin £2.95) is a pale tribute to Kazantzakis with far too much of the author on view. Geoffrey Moorhouse tells us nothing that a standard history book and a packet of the Indian Press would not have done with less palaver.

Victoria Neumark

RESOURCES



John Barker discovers some new kits for experimenting in the botany and biotechnology classes

Plant Tissue Culture Set 1
Contents: packet carrot seed, five sterile plastic pipettes, 5 x 15cm3 each seed culture media, callus initiation media, embryoid development media, plantlet media, 5 x 10cm3 of dispersing broth and instruction notes.
Price £9.35
Plant Tissue Culture Set 2.
(ref ZEA-200-U). Contents: packet tobacco seed, 5 x 15cm 3 each of seed culture; callus initiation; root formation and shoot formation media.
Price £8.15
Available form Griffin and George Ltd, Gerrard Biological Centre, Worthing Road, West Preston, West Sussex BN16 1AS.
Carrot Tissue Culture Kit
(Ref M802405/3)
Contents: 10 x 15ml vials callus growth medium; 2 x 100ml vials callus growth medium; 10 x 15ml vials regeneration medium; 1 x 100ml regeneration medium; 3 x 100ml sterile water; 10 sterile Petri dishes; instruction booklet
Price £20.95. Available from Philip Harris Biological, Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

Biology teachers do generally recognize the importance of biotechnology in the modern world and the need to introduce it into their teaching. The following kits for use at sixth-form level and above try to involve students in work directly relating to modern development. They are all concerned with plant tissue culture, but two of them show slightly different approaches to carrot tissue in particular.

The process of regenerating a complete carrot plant from an isolated piece of tissue involves several stages. First, isolating a part of the plant, called the explant. Second, allowing the explant to grow on a special culture medium when it produces a mass of unorganized cells, known as a callus. Third, to transfer the callus to a different growth medium to induce the production of embryoids, groups of cells forming embryo-like bodies which finally can develop into complete carrot plants.

Both the callus and the growth media are susceptible to bacterial contamination, so aseptic techniques must be used throughout and a transfer chamber would prove extremely valuable in reducing spoilage.

The Philip Harris kit starts from a normal carrot, the Griffin and George kit from carrot seed. The whole carrot – an undamaged specimen about 20mm in diameter and 100mm long – must be washed under the tap and scrubbed with a clean nailbrush. Then the outside must be sterilized in a measuring cylinder of 20 per cent sodium hypochlorite solution and left completely immersed for 30 minutes. But be warned not to follow the given instructions word for word or you will have hypochlorite solution all over the bench. As the carrot floats, some method of keeping it submerged will be required.

After sterilization the carrot is transferred to a sterile Petri dish, and the ends cut off and discarded. The rest of the carrot is washed several times with sterile water and cut into sections about 3mm thick. These are then chopped into several sogements about 7mm wide and transferred on to growth medium in a sterile vial.

The Griffin and George set involves a similar process, but because it starts from seeds there is an addtional stage. The outside of the seeds must first be sterilized in the hypochlorite solution (or domestic bleach) and then transferred to a tube of culture medium to germinate. The transfer is not all that easy. A number of seeds will be needed. They should be left until the second pair of leaves have grown. Only then can the seedlings be removed, a length of hypocotyl cut off and placed on the surface of sterile callus growth medium.

With both methods callus should begin to grow after 14 days. After six weeks enough should have been produced for the tissue to be removed and a piece of live callus cut off and transferred to a vial of sterile regeneration medium. The tubes are incubated under suitable conditions and after a further period of some weeks carrot plants should begin to regenerate.

The Griffin and George *Plant Tissue Culture Set 2* uses tobacco instead of carrot. The procedure is the same up to the production of callus. Then pieces of callus are transferred either to a tube of shoot formation media or to one of root formation media and incubated under suitable conditions and the effects recorded after a month.

These investigations do have drawbacks. Good sterile techniques must be used to save time and money. It takes three months or more to regenerate a plant from a carrot or seed, so students may lose interest. However, they are important investigations which demonstrate conclusively the ability of differentiated plant cells to regenerate a whole plant and show the effect of the environment on plant development. They also have a direct application to today's rapid production of large clonal populations of plants of commercial value.

Starting with seeds has the disadvantage of an extra transfer process and therefore a greater chance of contamination. The carrot seeds germinated successfully and the hypocotyls were relatively easy to isolate and produced callus readily, but the tobacco under similar conditions was less easy to handle; the hypocotyls are much smaller, more delicate and therefore trickier to isolate and transfer. At present, though, they are still developing successfully.

The Philip Harris kit contains vials of sterile water – an unnecessary expense in view of the price difference between the two suppliers. In any event, more sterile water will probably be needed. The notes could also be strengthened by some mention of the practical applications of the process and some minor revisions of the instructions. (The Griffin notes were only a temporary version and obviously needed expansion.)

As a major drawback to these kits is the length of time required to complete regeneration, both suppliers should consider marketing live callus. If this were used as a starting point, it would decrease the chances of contamination and reduce the time needed to obtain definite results.

Basic Techniques of Plant Tissue Cut ture, TC3 (Ref M 25080/3)
Set of 26, 35mm colour slides
Price £16.25
Also available in a full frame filmstrip (ref M 25084/9) Price £11
Available from Philip Harris Biological Oldmixon, Weston-super-Mare, Avon BS249BJ.

The purpose of this set is "to present a general view of the techniques of plant cell, tissue and organ culture to inform and encourage experiments in this fascinating area of botany". The first objective is certainly achieved and I hope that time will show that the second is as well.

If you intend to carry out any investigations using, say, carrot tissue culture or leaf-cell protoplast, then this set provides admirable illustrative back-up material. Even if you are not undertaking any practical work in this area, some of the technique illustrated here should be discussed in any biology course at sixth-form level.

The set covers a wide range of different techniques, including the production of callus; the structure of embryoids (bodies produced in tissue culture which resemble normal sexually-produced embryos); regeneration of plantlets from culture; virus-free propagation; use of another culture; haploid plants and a series of four frames showing protoplast culture and a hybrid *petunia* produced by uniting protoplasts from two *petunia* species.

The standard of photography is good throughout. Some of the results illustrated are particularly striking, for example the difference in growth of a virus-free rhubarb plant compared with the normal infected plants. As usual in such a new area although the notes are reasonable in length more information is desirable, especially about the economic results of these techniques.

Leaf Protoplast Kit (Ref M92450/8)
Contents: 10, 90mm sterile plastic Petri dishes; 10 sterile plastic pipettes; Mannitol; Sucrose; Tween-20; enzyme; broad bean seeds; teaching notes. Price £11.95
Available from Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS249BJ.

A relatively novel approach to producing new varieties of plants is to use cell protoplasts. This is another application of biotechnology to agriculture and horticulture which basically involves producing living cells from leaf tissue, without their cellulose cell wall. Such protoplasts can be grown in sterile conditions in culture media; their value comes from the fact that they can be used to regenerate very large numbers of plants.

In addition, protoplasts from different plants can be induced to fuse together and form hybrid cells. In some cases it has been possible to regenerate totally new hybrid plants from them. So the prospects for future development appear very promising. Some very interesting results have already been produced with potato clones (see J F Shepard : *Scientific American 246* (5) 112-121, 1982).

This kit does not, naturally, enable you to breed new plants, but it does open the students' eyes to the potential in leaf cell protoplasts and enable them to carry out simple investigations with the protoplasts.

At first sight the instructions are rather daunting, especially as the process is spread over more than 12 hours. However, taking it step by step, it was in practice much easier than I expected.

Starting with some young broad-bean leaves, the outside must be sterilized and the lower epidermis removed. This is the trickiest part for two reasons: first, it has to be done under sterile conditions, working on the leaf in a Petri dish under its lid and, if at all possible, in a transfer chamber; second, stripping away the lower epidermis is not easy. Watchmaker's forceps are the best instrument to use.

The leaves are then left overnight in a solution which is osmotically equivalent to the cell contents and contains enzymes to digest away the cell walls. The next day the protoplasts and cell debris are separated from the rest of the leaf tissue. The protoplasts are isolated by a series of centrifugations – the notes suggest using a hand centrifuge giving 50 × g. In fact I used the lowest speed on a school-type electric centrifuge and it worked effectively.

The protoplasts are finally re-suspended in 10 per cent mannitol and examined under the microscope. The sight is quite fascinating as the protoplasts from spheres of cells packed with chloroplasts.

The process of osmosis can be demonstrated by adding various concentrations of sucrose solution to the mannitol solution. In strong mixtures the protoplasts visibly contract, in weaker ones they swell up and burst. A micrometer eyepiece is a useful accessory for monitoring this process.

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Turtles and buggies

Sir – I may be old-fashioned, but isn't it a bit strange to have authors reviewing their own work? Anthony Ginn (*TES*, September 14) writes as purportedly objective comparison of the Valiant and Jessop floor turtles.

Mr Ginn is completely entitled to his opinions, but readers should have been told that he wrote the documentation for the Valiant.

In fact, there are important points to be made on both sides. For example, the Jessop turtle is completely "open", and its circuit diagrams and driver routines are open to enquirers; not so with Valiant, which goes so far as to scrub the identifying marks off the backs of the chips on its Printed Circuit Board.

Second, unlike radio, infra-red communication can be interrupted. Jessops have long experience in using miniature radios in classrooms through the provision of deaf aids: It fact, it is not at all clear that remote control has "made cord turtles obsolete" as Mr Ginn claims. Several special education teachers at the conference of the British Logo Users Group made the point that children found the physical link between computer and turtle an essential aid to understanding the causal relationship between their actions and the turtle's movements.

Third, the Valiant Turtle has no feedback loop, which tells the computer where the turtle is at any one time. If you removed the turtle, the computer program would continue to run undisturbed. This may seem to be mere pedantry, but it has important implications for future extensions to the turtle's capabilities. It also makes the Valiant turtle unsuitable for teaching the principles of robotic control.

I should add that I am not an unbiased observer. I met John Jessop earlier this year when writing an article about the two turtles. I have since been associated with him on a number of projects.

In the small and incestuous world of educational computing, where success or failure may depend on a favourable review in *The TES*, it is important to be careful about these matters.

CHRISTOPHER ROPER
Christopher Roper Communications and Research
16 Long Street
Belton
Leicestershire

The authorship of the manual for the Valiant Turtle was unknown to The TES.

notes

HISTORY OF SALTAIRE
With the help of a grant from the Salt Foundation, Bradford Libraries have started producing information packs for use in the classroom.

A resource pack on the industrial village of Saltaire offers junior pupils information on the mill, alms houses, and schools, illustrated with maps and copies of old photographs. A similar pack on Air Valley looks at transport in the area – canals, stage coaches, railways and trams.

HEART T-SHIRT
The heart is probably the most complex biological structure that children come across during an introductory biology course. This is partly because it is a complex three-dimensional structure, but also because its orientation is confusing.

This T-shirt goes a long way towards helping. All the teachers need to do is to wear it themselves or persuade a pupil to do so. The heart is drawn approximately life-size, in a sectional view, appropriately coloured blue for deoxygenated cells, red for oxygenated blood. Abbreviated labels are given, such as RA for right atrium, so it can be used for revision purposes. As a device to catch the imagination and to help the understanding of a difficult structure, it is to be highly recommended.

The T-shirt is available, price £4, from GT Woods, Sycamores, Westfield Road, Monmouth, Gwent NO5 3HX.

GARDEN FOOD CHAIN MOBILE
The mobile is constructed of a number of A4 card sheets which come in a plastic envelope with a sheet of instructions, a booklet of background information and an identification sheet. Construction is easy.

The completed mobile illustrates four trophic levels: plant material being decomposed by fungi and bacteria; organisms such as snails, springtails and earthworm, that feed upon plant remains; their predators such as ground beetles and centipedes; and the top predator, the hedgehog. The way in which these organisms are linked in a food web is discussed in the notes.

This is an inexpensive teaching aid which makes an attractive and valued addition to the classroom or laboratory. It is available, price £1, from The Warden, Centre for Life Studies, Zoological Gardens, Regents Park, London NW1

Laser reading

Barry Fox looks at some of the finer details of the compact disc

Compact disc, the five-inch gramophone record that is tracked by a laser just like videodisc was launched eighteen months ago. Initially it was aimed at the hi fi buff, and, although the price of players has come down, sometimes by 50 per cent CD is still arousing most interest in hi fi circles. Behind the scenes, however, there is a buzz of activity which virtually guarantees that CD will eventually become the universal carrier medium, not just for high quality sound, but text, graphics and computer data.

The BBC, and IBA, radio stations are already using CD players and their libraries are building up a collection of digital discs. Widespread public acceptance, however is slow: emphasis on hi fi quality has scared off those who could well benefit from the use of CD, simply because of its robust nature. Music lovers with a large record collection feel threatened, failing to understand that for many years to come CD and conventional vinyl LP collections will co-exist.

The technology of compact disc was derived by Philips from its Laservision videodisc. The key factor is storage density. A finely focussed laser beam can pick up information from a microscopically tiny spiral of pits pressed into the surface of a plastic disc coated with reflective material. The pit spiral has a pitch of only 1.6 microns, which is around one thirtieth the pitch of an LP record groove or a similar fraction of the width of a human hair.

The surface area of a 12-inch videodisk will store around one hour of colour tv pictures and sound, recorded as an analogue waveform in the pitted spiral. If the pits convey digital code, and there is no attempt to record moving colour tv pictures, the disc size can be reduced to five inches for an hour of stereo hi fi. This is the CD format.

When the Dutch company Philips first proposed CD, in the late 70s, the plan was to use 14 bit digital words to convey the stereo sound. Some audio engineers argued that 14 bit words would not be sufficiently accurate for genuine hi fi. Philips struck a deal with Sony in Japan, modified the coding and standardized on 16 bit words. Japanese electronics giant Matsushita pledged allegiance to the format and subsequently every other major electronics firm fell into line.

Although the case is not yet proven, all the signs are that the 16 bit standard is perfectly adequate for high fidelity reproduction and the subtle defects heard in the system by some golden-eared critics are simply teething problems. Nevertheless, the sound is not perfect and compact discs will only last for ever if they are treated with care. That said, a laser-read digital disc is far more robust than a vinyl LP. It is possible, quite literally, to drill a small hole through a CD and still play it without any audible defect. The digital code has redundant bits which fill in the gaps. These are of course not there to correct for holes drilled through the disc, but to compensate for bits of information lost through faults at the pressing stage or by scratches on the surface. However very occasionally, a CD player will refuse to play a soiled disc, usually all that is necessary is to wipe the disc on a piece of clean cloth.

In general CDs will survive rough treatment that would make a vinyl LP micro-groove record unusable. This is why broadcasters like the new medium so much.

Sales of compact discs and players around the world have been slow. In the nine months after the system was launched in Britain, in March 1983, less than 15,000 were sold into UK homes. That figure included the inevitable first flush of sales that greets any new and exotic consumer product. The estimate for 1984 sales into British homes is around 25,000. Total world player population by the end of 1984 will be around one million. This is lower than the electronics industry hoped. Hence the cut in price, in the case of some of the least popular players to around £200, compared to the original £500 asking price.

The main block to CD player sales, however, is the high price of discs. In Britain this is £10 or more and is due largely to the heavy investment made by the relatively small number of factories around the world which have installed equipment to press CDs. The discs are also much slower to make. The air in CD factories must be purified to the level of a hospital operating threatre and the process of injection moulding the plastic disc and then coating it in a vacuum with aluminium vapour is comparable to the production of micro chips.

The only pressing plant so far operational in Europe is the Polygram factory in Hunover and investment there is £25 million. The first British plant, Nimbus in Wales, is due to start operations any time now. Japan is the other main source of discs. So far demand has outstripped supply which has allowed the manufacturers to keep the price high and so recoup investment. But by the end of this year worldwide production should be around fifty million discs per annum which, with only one million players sold, suggests that n discs glut is due. When this happens, CD prices will fall.

The hardware manufacturers, making the players, are already planning new generations of equipment. Broadcasters need rugged players, which can be computer-programmed to select the start and end points of musical tracks with split second precision. Already the BBC is evaluating equipment of this type. The Japanese have built compact disc auto change units, which store over 50 discs and give users the chance to programme literally days worth of material.

Philips and Sony recently demonstrated, at the Dusseldorf Hi Fi and Video Show, CD players in the dashboard of a car. But the cars were stationary. So far no one has been allowed a test drive. There are two reasons for this. CD players still get very hot and in a car the temperature rises to such a level that the laser life is drastically shortened. Also the players servo controls may not yet be able to track a disc when the car is driven over a bumpy road.

Similar snags have held up the launch of another CD development, a portable unit which plays miniature discs. The standard format allows the use of miniature discs – a couple of inches in diameter – because the disc always starts tracking from the inside of the disc, not from the outside like an ordinary gramophone record. So a disc of any size can be tracked from the same starting point. So far heat problems, and mechanical stability, have made portable prototypes impractical. The format does however allow for servo control technology which will keep the laser tracking under a force of several Gs, so portable CD will sooner or later become a reality.

In November Philips makes a decision which will be of special importance to schools and universities. The digital code on a disc need not come in one hour of stereo hi fi. Instead it can be modified to let the disc record over 20 hours of lower quality audio. This means that it will one day be possible to use a single five inch compact disc to store a series of talking books for the blind, or an encyclopaedia of spoken information or a pronunciation guide for language tuition.

The disc digital code can also be modified to display text and graphics, like teletext or viewdata, on the screen of a television set while the disc is reproducing sound through loudspeakers. Already several firms, including Matsushita in Japan, have shown a test disc with the lyrics of a song and colourful designs appearing on screen as the music plays. Another Japanese company, Denon, has developed a technique for storing computer programes on a compact disc with optional text and graphics. Capacity is daunting: 600 megabytes of computer data on a single CD, compared to several hundred kilobytes on a floppy disc.

It is even possible to mix music and data on a single disc, so that a computer connected to the CD player loads a program off disc and then uses it to perform complex tasks while music plays from the rest of the disc. Again there is the option of graphics and text on a tv screen. The decision, this November, is to set a standard for CD-ROM, the name used to describe the new technology of mixing sound, data, text and graphics on a single disc. The standard is essential, because in future there will be a hierarchy of CD players with all discs compatible with all players, but sound-only players ignoring computer data and computer players ignoring sound.

The leveller

Telebook
For BBC Model B Computer
Disk: £17.65 plus VAT
Cassette: £15 plus VAT
4mation Educational Software, Linden Lea, Rock Park, Barnstable, Devon.

Telebook aims to free children's writing from what Tim Johns describes in the handbook as "our clerkish, classical educational traditions", which "often seem to value spelling, handwriting and presentation before content". It operates rather like a limited wordprocessor with added graphics, although unfortunately these cannot easily be printed. However, if *Telebook* is in computing terms at best no advance on its main competitor, *Edfax* (reviewed by Jacquetta Megarry, *TES*, April 6), it is much more closely related to the priorities of teachers. While *Edfax* presents itself as a "teletext emulator", modelled on Ceefax and Prestel. *Telebook* provides children and teachers with an easier way into print.

Pat Fox, from Preston Primary School, Torquay, describes it as a "great leveller", and for once this really does mean levelling up. "We are all," she says, "biased by outward appearances, and children, in particular, are impressed by a tidy page devoid of spelling mistakes. *Telebook* allowed the content to shine through unimpaired by smudges, mistakes, bad handwriting, faulty spelling etc, and enhanced by bright colours, ordered stars and flashing lights".

The program is based on the creation of "books" of up to 15 pages. Each page can contain up to 760 characters (approximately 130 words) and can easily be laid out to include large and standard type-settings, coloured letters and/or background and graphics. Up to eight "books" may be stored on a standard 40-track disk, and they may be viewed, edited, combined, deleted or copied at anytime. It takes four minutes to load the program on to a cassette, and up to two and a-half minutes to load a whole book.

The instructions are generally very clear, and include an entertaining demonstration disk which will make the program particularly useful to teachers who are not at home with computers. Such accessibility helps to compensate for some of the technical limitations. *Telebook* cannot match the wordprocessing capacity of either *Edword* or *Wordwise*, but it does offer a format which is suited to a wide range of work in school and particularly to the scale of children's writing, for example, class magazines, poetry anthologies, noticeboards and records. It could be used as basis for written work in a variety of subjects including science.

Wordprocessors, moreover, do not normally offer graphics, while *Telebook* provides a simple guide which will enable children and teachers to plan their own. Text can be printed at the touch of a key, but pages which include graphics can only be printed by "dumping", a procedure which ought to have been described in more detail in the manual. It is, however, a simple operation and can also be used to print *Edfax* pages. Incidentally, the piece of cardboard designed to protect the "break" key should be replaced by a bit of plastic.

For large-scale projects it might be better to have the 80-page capacity offered by *Edfax*, but for the classroom, particularly for junior and younger secondary school pupils, *Telebook*'s flexibility and ease of use make it a very good buy indeed.

The possibility of professional presentation invariably makes children much more willing to discuss and revise their written work, and allows the teacher to offer comments and criticism in a spirit of collaboration rather than judgement.

This is especially valuable in work with less academic pupils as it breaks the cycle of poor work and frustration which destroys confidence and saps morale for both them and their teachers. *Telebook* is a powerful argument for remedial departments to be equipped with their own computers, and it might be a good strategy for remedial teachers to buy the program first and fight for computer time afterwards. Their work will be transformed.

John Bald

Word stoppers

Your Adventure
Acorn BBC Model B, tape or disk
Price £7.95
Language Development Pack
Acorn BBC Model B, tape or disk
Price £9.50
Developed by MEP and available from Learning And Training Systems Ltd, Haydon House, Alcester Road, Studley, Warwickshire B80 7AP

Your Adventure is aimed at 7 to 14-year-olds. It is a basic adventure game in which the child embarks on a journey and attempts to reach a treasure cave. Two games are provided, together with the facility to create your own adventure. The problems test language skills and if the child solves a problem he or she progresses and increases their treasure. Clues are available (usually!) but if you get truly stuck you can buy your way past the obstacle with treasure from the cave. Judge for yourself whether or not the clues are always helpful:

Problem: "Add a c to the branch of a tree to get to the top of the hill."

Clue: "Try again you've another chance to limber up for the wizards' dance."

Failure to solve the problem does not result in the answer eventually being given, which is not only frustrating but a pity if you are actually expecting children to learn anything.

There are clear and sensible notes accompanying the disk which do actually tell you what you need to know. My verdict on the program is "not bad" but it doesn't compare with *Granny's Garden*, for example, although the Create Your Own Adventure facility offers some flexibility and fun.

The Language Development Pack is aimed at 7 to 15-year-olds. It tests a range of language skills, for example vocabulary extension, creative writing, alternative forms of expression.

There are three separate programs in the pack: *Sentence Corrector*, *Word Stopper* and *Say That Again*. *Sentence Corrector* presents a sentence containing one incorrect word which the child has to identify and substitute an alternative. For example: "The people were jumping in the lift." I tried "getting" and got the response "Do you mean standing? If you do type the word again otherwise press return." I did mean "getting" so I tried again with this result: "Getting – that's not n word I know. Do you want to try another word again, otherwise press return." I learns fast from hefty prompts I tried "standing". Guess what? I was right.

It's easy to play games like that but actually the important thing about the program is that you can review the child's attempts, edit the alternative words before saving them if desired as well as specifying your own sentences and words.

Word Stopper is all about "creative writing". The child types in his/her story and the program prompts the child to use alternatives when words previously specified are used. Up to 10 words may be "stopped" and five alternatives given. The program again provides a report for the teacher and also allows a printed copy to be made.

If you've got children who, for example, over-use the word "nice" despite constant reminders (and who hasn't?) then try them with this program. The first time they type "nice" it will disappear, the noise will make them jump (well, it did me!) and the following message will appear: "Please do not use nice. Try another word. Retype, or press Return to use same word, press spacebar for some suggestions."

In other words they are not prevented from using the stopped words but they are encouraged to think of alternatives. Useful indeed – as long as you don't mind the odd interruption to creative flow.

Say That Again presents a sentence which the child has to read and then retype using different words but retaining the meaning. As before, it is possible to get a report at the end and also to specify your own sentences. The program doesn't check meaning from example but it will tell you to try again if you use more than three of the original words. My rendering of "I like spring mornings most of all" as "Spring mornings rule OK?" was happily accepted but to be fair such a rendering would doubtless provide much fruitful pupil-teacher discussion when the responses were reviewed!

Less value than *Word Stopper*, but the complete pack could provide the teacher who is prepared to gear the programs to individuals with a useful resource for this kind of work.

Wendy Body

Geographical harvest

M J Clark on a selection of materials for the classroom

Geography 16–19 Project Student Booklets:
Energy and the Enviroment; Coastal Management; Squatter Settlement in the Third World; and Agricultural Land Use and Landscape Change.
Price £1.25 each (excluding postage)
Longman Group Limited, Resources Unit, 33–35 Tanner Row, York, Yorkshire YO1 1JP.

Most geography teachers will be aware of the Schools Council Geography 16–19 Project which was established in 1976 and has since designed and implemented a major curriculum revision, one of the products of which is a new A-level syllabus now available through the GCE boards. The distinctive 16–19 curriculum is characterized by an innovatory content and by the extensive use of an enquiry-based approach to learning.

The curriculum modules which lie behind the recently-published booklets cover a series of themes or issues, many of which lie at the interface between human and physical geography. Systematic training and technique mastery are then viewed as being acquired indirectly as the student works towards the targets set by the module.

All of these attributes are apparent in the first four of the 20 or so student booklets which are scheduled for publication in support of the project, but which (it should be stressed) could profitably be used in their own right as topic books. The style is lively, with information often taking second place to impact. Booklets open with a double-page spread of motivational material and are heavily sectionalized throughout. Photographs, maps, diagrams, data tables and newspaper cuttings abound, and the student is propelled through this set of opportunities by a series of questions and tasks.

There is only limited space in the 28–40 pages used by these booklets to provide systematic teaching, so most of the considerable amount of information provided offers background on the case studies being developed. It is important, therefore, to appreciate that the booklets on their own would yield only a partial introduction to the study of geography, and that they would normally need to be supported by reference to more conventional texts.

There is little doubt that these booklets will succeed in enthusing and enlightening many geography students. Properly used, they will also be educational – though this latter attribute rests heavily on the setting in which they are employed. At their best, the booklets are cogent and highly effective contexts for involving students in the process of "geographical enquiry" (a much-used but little-defined phrase). On the other hand, they are so concerned with case study that they leave the difficult responsibilities for generalization, comparison and qualification very much on the shoulders of the teacher (with little help in the extremely brief teacher's notes), and significantly over-estimate the extent to which "issues" as such dominate the role of the geographer.

Like the project from which they have emerged, they are exciting and full of potential – but to be used with just a tiny measure of caution.

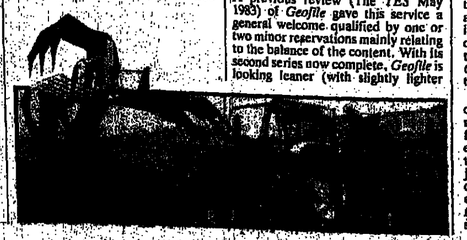
Scandinavian Northlands: Challenge and Opportunity. By R Knowles
£8.50 plus VAT
Common Ground Filmstrips, Longman Group Limited, Longman House, Harlow, Essex CM20 2JE

Although many human geographers have spent much of the last 20 years trying to free their subject from the constraints of the physical environment, there are some regions where such an approach seems doomed to failure. Since one such area is the Arctic, it is no surprise to find that a filmstrip dealing with the Scandinavian Northlands is dominated by environmental typeface and paper) but even heal- limitations despite the fact that the major challenges and opportunities are essentially social and economic.

Yet it should be stressed that this is not a crude deterministic presentation. Indeed, the author offers a polished and perceptive viewpoint which neatly blends the familiar physical characteristics of the far north with a sympathetic but realistic assessment of the potential of its peoples. In this context, the comprehensive handbook goes much further than is usually the case with audio-visual support materials to provide a substantial commentary rather than just a series of descriptive notes.

The 36 half-frame pictures give a comprehensive introduction to the wide range of enviroments that characterize the northern parts of Norway, Sweden and Finland – though the technical quality of reproduction is not always impressive. A possible drawback, however, is the lack of guidance regarding the order of presentation. No indication of the underlying logic is offered, and the viewer is left to designate his own sections and deduce his own relationship between pictures. On this basis it appears that the three major themes are environment, access and economic opportunity – each of which receives extensive treatment.

There is, perhaps, some tendency to overstate the case. The environment is certainly harsher and the access poorer than in the south, but often the examples used reflect altitude as much as latitude, and if the comparison is made with other polar areas on the same latitude, then the most astonishing characteristics of Arctic Scandinavia are the mildness of its climate and the high level of development of its communications network. Nevertheless, there is ample exemplification here to allow teachers to design their own perspective on the north, and to demonstrate that the Arctic is in reality very different from the sterotype of a frozen wasteland.



Geofile – Information service for geography teacher.
Annual subscription (three issues) £10 (inc. postage)
Mary Glasgow Publication Ltd, 140 Kensington Church Street, London W8 4BN.

A previous review (The *TES* May 1983) of *Geofile* gave this service a general welcome qualified by one or two minor reservations mainly relating to the balance of the content. With its second series now complete, *Geofile* is looking leaner (with slightly lighter thier. Some of the less impressive components of the early issues have been dropped, and the simple passage of time does much to lessen problems of balance, since the overall coverage of the 36 modules so far published is already much more representative than that of the much smaller number available to the previous review.

Three times a year, *Geofile* subscribers receive a pack of six four-page A4 information modules, each devoted to a single topic of current interest – for example, exploitation of tropical rain forests, Third World, tourism or the textile industry in Great Britain. The typeface is small and the style extremely concise, so that the modules present a large amount of information supported by extensive data tabulation and some basic maps and diagrams.

The latter is possibly a remnant of the view that teachers and students find information on its own unpalatable and therefore require a clear indication of how to use it. While there is undoubtedly some truth in this fear, the temptation to dilute information with activities should be resisted if *Geofile* is to be regarded as a source data source independent of any particular educational level.

Since the annual subscription includes a licence to copy material for use within the subscribers institution, it represents a cost-effective means of acquiring well-focused and substantive case-study or reference resources. Some worries about priority and balance must remain with any publication that uses just a single author, but the remedy lies in the way in which the individual teacher introduces students to such material, and the problem would be serious only if *Geofile* came to dominate information-gathering in a school.

The greater challenge lies now, as did a year ago, in devising an effective means of classifying and cross-referencing items so as to permit and encourage a structured approach to topic research and retrieval rather than just regarding each module as a self-contained essay. *Geofile* is already an effective information service; now it needs to develop into an information system.

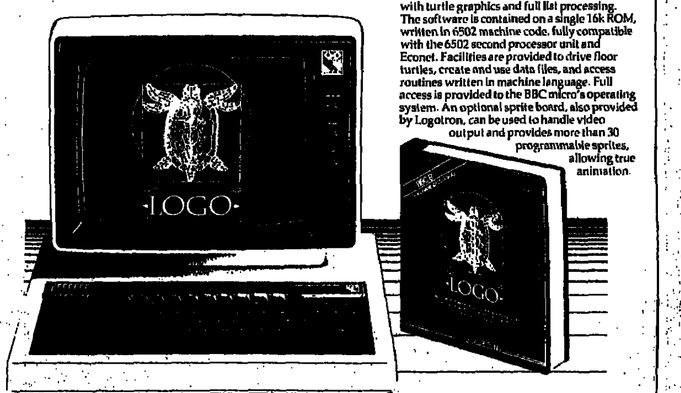
A full LOGO for the BBC model "B" from Logotron.

LOGO is a computer programming language, which appeals equally to children in primary school or to computer scientists at the Massachussets Institute of Technology. Using LOGO, you unconsciously absorb advanced mathematical ideas and fundamental principles of computer programming. LOGO has been available on mini-computers only since 1982. Only this year has it been made available on British home computers like the Sinclair Spectrum and the BBC Micro.

LEONARDO WOULD HAVE LOVED IT!

Leonardo da Vinci would have loved it because LOGO gives full rein to a child's creative imagination, using visual images to convey profound ideas. LOGO could do for computers what perspective did for pictures, bring them alive.

Logotron's LOGO for the BBC "B" was written by LCSI/SOLI, the software house responsible for LOGO implementations for Atari, Apple, IBM, Sinclair, Coloco, and NEC. It's the closest there is to an international LOGO standard, with turtle graphics and full list processing. The software is contained on a single 16k ROM, written in 6502 machine code, fully compatible with the 6502 second processor unit and Econet. Facilities are provided to drive floor turtles, create and use data files, and access routines written in machine language. Full access is provided to the BBC micro's operating system. An optional sprite board, also provided by Logotron, can be used to handle video output and provides more than 30 programmable sprites, allowing true animation.



Please send me further information concerning Logotron's LOGO for the BBC Model "B".
NAME .....
ADDRESS .....
☐ Home user; ☐ Dealer*; ☐ Distributor* ☐ Educational Establishment;
*attach to company letterhead

If you want to know more about LOGO, send for a descriptive leaflet and price list.

To: Logotron, Dept. TES1, 5 Granby Street, Loughborough, Leicestershire LE11 3DU, England.

LOGOTRON

bits

INTER-ACTION
Inter-Action, the London-based charity, has set up a computer unit to train teachers, parents and voluntary sector workers.

The unit will offer familiarization courses for those with no previous experience and introductory courses in wordprocessing, computer accounting, database management and financial modelling. Michael Collier Bradley, manager of the new unit, said the courses had been organized because teachers and parents could not afford the high fees demanded by most training organizations.

Inter-Action will base the courses on 10 Commodore 64 microcomputers and will run classes throughout the week, including Saturdays. For the past three years Inter-Action has been running computer camps for school children.

Further information from Inter-Action, 15 Wilkin Street, London NW5 3NX.

BEEB ART
Griffin and George now supply three new software titles for the BBC Model B.

"Beeb Art" enables the user to draw lines or shapes directly on to the screen using either joystick or keys. The program uses full colour graphics and designs can be saved on cassette.

"Music Processor" is said to exploit fully the BBC Micro's musical ability and to have over 30 functions. "The Generators" allows the user to manipulate teletext graphics and to create, for example, a title page for a program.

Griffin and George, 285 Ealing Road, Alperton, Wembley, Middlesex.

CATALOGUE
The company Five to Twelve of Seaford, Sussex, known for their slides and filmstrips, have produced a catalogue of computer software for primary and middle schools. The new catalogue contains over 100 programs plus details of software from companies including Chalksoft, ASK, Fernleaf, 4Mation, and Tressel Publications.

Requests for catalogues should be made to Five to Twelve, 2 Church Street, Seaford, East Sussex, BN25 1HD.

UNISIM

UNISIM, a business simulation game developed by our own management consultants with the help of teachers, has been written for use on the BBC-B microcomputer.

The game is intended for between three and five teams of fifth and sixth form students of any discipline to give them experience of what is involved in managing a business and the importance of decision-making. Decisions have to be made concerning production, marketing, selling, finance and planning. The overall objective is to hold the dominant position in the market judged by percentage share of the market and by profit.

This interactive game can be played in a simple form but as tutors and students become more experienced various options can be introduced. The game can be run continuously or over several sessions with intervals between.

UNISIM is available at a cost of £35.00 per game. Each **UNISIM** package consists of: One Main Disk, One Archive Disk, One Tutor's Manual, 20 Student's Manuals.

To order **UNISIM** please send cheques/postal orders made payable to **UNILEVER PLC** to:

Unilever Education Section,
PO Box 68, Unilever House,
London EC4P 4BQ.

Unilever Educational Publications

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Edited by Clive Williamson

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00.7813 6 · 206pp · £6.95 · September 1984

For further information please write to The Academic Marketing Department, Penguin Books Ltd., 536 King's Road, London SW10 0UH

Computer applications

Learn About Computers
Teachers' guide and cassette of programs for BBC Micro and RML480Z
Price £10 + VAT; textbook £2.75
Heinemann Educational Books.

When Computer Studies was first introduced to the secondary school curriculum, computing was presented as an abstract body of knowledge closely akin to mathematics. Over the years, however, it was realized that the various applications of computers are of paramount importance to understanding what they can do.

MacTavish and Ball have come up with the splendid first stab at computer appreciation for 9 to 13-year-olds, but the published result needs more technical editing. There is a pupil's book and a teacher's book with answers, photocopying master sheets and a cassette of software. The content is not well integrated and does not emphasize the applications of computing nearly enough.

Part one introduces the various components of a microcomputer system that children are likely to have in their classroom and then goes on to discuss the relationship between big computers and little ones, and the advantages of connecting the two. This is the weakest section of the whole book: wordprocessing, for example, certainly could have been given more than the single lesson allowed. But despite this over-emphasis, many aspects of the subject matter are treated inadequately in this section; silicon chips are discussed without the vital fact that computers based on them have a low power consumption. It was also surprising to learn that one kind of chip in a microcomputer is called a ROM and the other a RAM.

Part two focuses on the computer's ability to draw pictures, and covers high and low resolution graphics and animation, while part three introduces the input-processor-output model. Again I have technical quibbles with otherwise attractively presented material.

Lesson six of part three is called "Storing Information" which no computer can do. Computers store data. Thus a computer might store the sequence 010479, and only when a program reads this can information be produced from it. For example, if the program expects a date, then 010479 may be April 1, 1979. If the program is expecting bust, waist and hip measurements in inches, something has gone wrong.

Part four is much better and concerns applications of computers. It could well be used in conjunction with Thames Television's *Living in the future* series. Electricity and gas billing systems, databases, electronic money, wordprocessing and computer-aided design and production systems are covered.

The final part is an introduction to programming via turtle graphics (but with 90 degree turns only) in a version supplied with the material and via *Tilekit*, which enables the programming of tessellations starting with selected basic shapes.

Tilekit is a wonderful idea and ought to be worked up into the fabulous program it could be and moved across into the mathematics curriculum where it would be more relevant. What was needed here was a very simple wordprocessing system or another cut-down (but interactive) version of one of the applications systems.

Children's Television Workshop's the USA have produced a package aimed at a similar or younger age range. The American product treats computers as a tool, its programs are crash proofed and teacher modifiable. In all these respects the Heinemann package is quite simply underdeveloped. My only hope is that *Tilekit* will see the light of day elsewhere.

Michael Thorne

Capital scheme

The Capital Region of the Microelectronics in Education Programme has set up its own publishing arm, Capital Media, to publish software for schools both in the region and outside.

The region already has a range of about 150 programs in different stages of development, including a disk of *Mathematical Games and Activities* for junior schools and *Smile*, programmes to complement the ILEA secondary mathematics project, which is made up almost entirely of individualized learning materials. In the pipeline are a batch of primary programs from the London Borough of Bromley and software for computer aided design.

The programs will be sold on disk at prices which are geared to cover costs plus a little more to be ploughed back into the scheme. Prices will range from £6 to £10 for a disk containing between six and 10 programs. This is a fraction of the price of commercially produced software.

Mike Doran, Director of MEP Capital Region, said that the unit hoped to produce software which the commercial publishers could not afford to produce because the market was not large enough. They were particularly interested, he said, in "curriculum specific programs", the kind of useful program mainly used in secondary education to perform a specific task within one subject.

More information can be obtained from Capital Region Information Centre, John Ruskin Street, London SE5 0PQ.

Carolyn O'Grady

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MICRO economics

Measuring Price Elasticity: ELASCO Competition, Mergers and Control of Monopoly: MERGER.
Available on RML 380Z disk, RML 380Z and 480Z cassette, BBC microcassette and disk, Apple II disk, Commodore PET cassette and disk.
£14.50 each plus VAT
Longman Micro Software, 1984.

ELASCO is the software title for a series of case studies designed to help students understand how to calculate elasticity of demand. The unit comprises eight exercises in which the student is cast as a concert hall manager who has to fix the ticket prices for a series of events that have already been booked. To simplify the exercise only one price may be charged throughout the hall, thus immediately distancing the simulation from reality. The linear demand function assumes that 1,750 seats will be demanded at a zero price.

The program starts by offering the user a choice between two alternative elasticity coefficient formulae, and whichever is selected is then used throughout the calculations. The student then selects one of eight events for which to decide a pricing policy, for example a pantomime, a talent contest, a brass band recital, and a wrestling bout. It is assumed that all the costs of putting on one evening's event are fixed, so that the objective is to maximize revenue.

The user may make up to 11 decisions to arrive at the correct revenue maximizing price, though anyone with a knowledge of the properties of demand curves only needs three observations to obtain the correct decision, having deduced that the demand function is linear. The pricing decision for this month and the previous month are displayed, and a graph charts the demand function and colour-blocks the total revenue gained. Students have to work out the elasticity coefficient from the data provided, and if they give the wrong answer, the program forces them to plod through the calculation step by step. If they make three wrong attempts, it gives up and provides the correct answer! Then one decides whether to increase or reduce the price for the next round.

The general rule is of course to reduce price if elasticity of demand is greater than one and increase price if it is less than one. If the user requests that price should go up, when it should go down, or *vice versa*, "Incorrect" flashes up on the screen, so one just suggests the opposite, but no explanation is provided of why the first decision is wrong. Also, it is stated that the price must be in pounds, but in fact prices like £1.50 are permitted.

I tried a couple of the case studies. The Arthropods are a pop group, and my decisions gave me plenty of useful practice at calculating elasticity coefficients. The program is keen that one does not forget that price elasticity is always negative, and a calculator is recommended. After an initial price of £1 per ticket, I changed to £4 for the second decision. Having worked out the elasticity coefficient correctly at 0.17 (inelastic demand), I responded to the question: Should price go up or down? – Up! I was initially surprised when the program told me that this decision was incorrect, until I remembered that the arc elasticity measurement is misleading, especially with such large price changes. Again I felt that the exercise would hardly be reinforcing taught rules in such circumstances. Next, I selected a price of

David Whitehead reviews three programs for economics students

£3.50, and elasticity was 1.34, so I suggested reducing the price further, only to be told: "Maximum revenue reached": another confusion caused by the use of arc elasticity.

Like some other units in the Longman series, the accompanying booklet suffers from theoretical errors and serious proof-reading mistakes.

The program for *Competition, Mergers and Control of Monopoly* (called MERGER) is altogether more complicated than ELASCO. It is a business game in which students make price and output decisions for firms in an oligopolistic market. As the simulation proceeds, the program permits mergers, takeovers, bankruptcy and informal cartels. The market (for what product?) may include up to 10 firms, and the teacher may decide in advance whether the market will be characterized by firms of equal or randomly unequal size, or where one firm is dominant. The user may elect to include the possibility of economies of scale. Further, the market demand for the unknown product may be growing, static or shrinking. Another unusual aspect of the game is that, when certain market situations develop, the Monopolies Commission may be instructed to conduct a public interest hearing. This permits the social assessment of business behaviour. An objective of the program is to help students to appreciate the importance of interdependence in decision-making, when uncertainty about competitors' actions is unavoidable (except with restrictive agreements!). As the game proceeds, successful firms may invest in extra plants, or take over other firms. Another aim is to give students insight into the process by which an industry moves towards an equilibrium position, with each firm earning just normal profits and all plants utilized at optimum capacity.

I ran this program with the RML 380Z disk supplied. Longman advise the user to make a back-up copy. Unlike the BBC disk, this disk *compelled* me to make a copy before accessing the data: good news for software manufacturers! The loading instructions specify use of a cp/m 1.4 disk, but this has now been superseded by the cp/m 2.2.

I started by running the simulation with only one firm in the market. Having referred my own scandalously exploitative pricing behaviour to the Monopolies Commission, it imposed a maximum price. I then allowed three new firms to enter the market, but the program insisted that firm one adhere to its maximum price throughout this phase. The program states "charge a price below 25" when it means "charge a price of 25 or less".

The oligopolistic industry is assumed to be producing a homogeneous product, so that when I had four firms charging prices of 23, 24, 25 and 25.99 per cent of the sales went to the firm charging 23. While this follows from the assumptions, students would need to be reminded that oligopolistic industries are likely normally to have firms producing differentiated products. When all four firms charged the same price, the market was divided equally between them – again unlikely in oligopoly.

After each decision round, each firm is told how much it has sold, how much stock is left, and how much profit has been gained, together with the reaction on its share price. Unfortunately, all other firms have access to this information, unless the screen is viewed only by the teacher, which would be a pity. The accompanying booklet and student leaflets have been carelessly proof-read, and other more serious slips obtrude. Figure three shows two cost curves, though it is very unclear what they are meant to represent. In the comments on questions it says "prices should be set below AVC": no doubt all users will spot the missing "not".

Introduction to Microeconomics
D Blight and T Shafto
Student text, two disks, operating instructions and teacher's notes.
Pitmansoft. £49.50. (+£7.43 VAT).
Student's text separately £4.94. Available for Apple II with 48k and at least one disk drive, and for BBC model B.

This teaching package aims to provide a comprehensive microeconomics course for economics students on "A" level or BTEC National/Higher courses. This text sticks rigidly to the theory, and students would need substantial teacher input to provide examples and glosses on the analysis.

Most of the textual material is the generally accepted core of microeconomics, extended to provide a brief analysis of the consumer welfare implications of market structures, an introduction to investment appraisal linked to a utility program on the micro, and some discussion of demand estimation and the use of regression analysis. Production theory and isoquants/costs are treated rather earlier than in most textbooks.

Most of the students' text is well written, but I would have liked greater accuracy in graph-drawing to avoid students having to puzzle over carelessly drawn diagrams.

The first disk and part of the second provide self-assessment multiple choice questions corresponding roughly to the chapters in the text. If the right answer is given, the next question is immediately displayed, no words of encouragement are given! If the wrong response is given, the right answer is explained. The upper case lettering throughout is tiring on the eyes.

Most of the questions are original and thoughtful, and vastly better than many other current software offerings. On the whole interest is maintained.

Section 2 on Production and Cost confused me on whether the capital referred to was physical or expressed in monetary terms. The third section on the short run gave ample practice at working out costs: a very worthwhile feature. Students are counselled to draw graphs and discuss their shapes with their teachers.

One of the problems with the individualized approach is that the student might be tempted to jump the explanation of why he got the wrong answer and press on with the next question.

Section 6, on Supply, Demand and Elasticity, contains first-rate questions on elasticity of demand. Monopoly and Competition has very thought-provoking questions on the behaviour of monopolists, even incorporating alternative objectives such as sales maximization.

Section 8 on Factors of Production slips into sloppy language such as "elasticity of the goods it makes".

The simulation on the whole is disappointing. Most are for individual rather than class use. In "Welland" the user is faced with decisions about what to produce on a small island. Others include "USSR" which asks the user to run the Russian economy between 1930 and 1941; "Sports Centres" asks the students to set prices for three swimming baths in order to maximize overall revenue. The next simulation requires the user to act as consultant to a trade association and set prices in the industry. I found the underlying model here too mechanistic.

Two valuable calculation programs look at investment appraisal, and regression analysis. This is an impressive package, though the cost in terms of the workbooks foregone will enter into any purchasing decision.

WHY LOGO

Why LOGO? is a free 16 page booklet published by LOGO Software Ltd to introduce their new full LOGO for the BBC microcomputer. Its contents include: the history and conceptual basis of LOGO; LOGO in action; the grammar and vocabulary of LOGO; and a full bibliography.

1985 will be the year in which LOGO comes into its own in the classrooms of Britain. **Why LOGO?** deals with the How and Why of this revolution in educational computing.

To get your copy of **Why LOGO?**, just fill in the coupon below and send it to:
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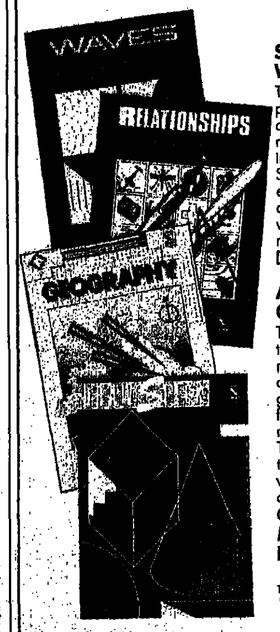

Science Topics: Waves
These simulation programs provide a visual presentation of wave propagation, reflection, refraction, interference and diffraction. Students can set up waves, erect reflectors and barriers, adjust angles and wavelengths, and observe the results on the screen.
Disc £17.20

Advanced Studies: Geography
These programs give students the opportunity to act out the roles of planners and administrators. By manipulating geographical data they must find strategies to serve the needs of today's city dwellers. The models include solving traffic problems, controlling water supply and mapping out shopping needs.
Cassette for Model B £12.65
Disc for RML 380 Z £13.80

Science Topics: Relationships
A sophisticated simulation exercise in biology, developed by Chelsea College in conjunction with the BBC tv series. The player takes the part of a medical control officer striving to combat an epidemic of malaria in an African village.
Disc £17.20

Drawstick
A friendly and versatile program capable of producing elaborate high resolution pictures and patterns in four colours. It enables children aged from eight upwards to create pictures, charts, maps and diagrams, and is sufficiently sophisticated for use as a Computer Aided Design tool. It includes a useful Save routine.
Cassette £9.95

These programs are for the British Broadcasting Corporation Model B Microcomputer, and are on cassette, except where indicated. Prices include VAT.

BBC BROADCASTING SOFT CORPORATION

MEDIA

briefings
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For schools

MUSIC TIME
(Monday 10.15, BBC2)
This new unit explores the musical elements of everyday sounds. "Traffic" invites seven to nine-year-olds to listen to the high and low tones of vehicles.

BRITISH SOCIAL HISTORY
(Monday 10.38, BBC2)
"The Poor Weaver" is a play for 14 to 16-year-olds, showing the difficulties faced by Glasgow families during the Industrial revolution.

ACTION-TÉLÉ
(Monday 11.38, ITV)
First-year French pupils visit a café-restaurant. Material for graded tests is included.

VOIX DE FRANCE
(Monday–Friday 00.30, VHF4)
This term's programmes are intended for O-level students and feature items on "Les Français et les animaux", "Avoir 16 ans" and a new radiovision "La Bretagne, côte et campagne".

ENGLISH: 11–13
(Tuesday 11.17, BBC2)
A series to increase pupils' enjoyment in personal writing.

MATHSCORE TWO
(Tuesday 9.48, BBC2)
Ten and eleven-year-olds of average ability, take a close look at fractions and percentages in "Half and Half".

STOP, LOOK, LISTEN
(Tuesday 11.48, ITV)
"Librarian" is a new programme in this unit explaining people's jobs. Seven to nine-year-olds see children visiting a local library.

GEOGRAPHY TODAY
(Wednesday 10.48, ITV)
A-level students begin a unit on the way coastlines are affected by the sea.

WAVELENGTH
(Thursday 11.30 VHF4)
Andy Peebles presents "Computers, Technology, Engineering".

SOUNDS, WORDS AND MOVEMENTS
(Friday 14.25, VHF4)
Designed for 7 to 11-year-olds who have special educational needs, this series is to stimulate all the senses and encourage participation.

Continuing education

A VOUS LA FRANCE
(Sun 10.55, Sat, BBC1)
(Sun 17.00, Wed 23.00, VHF4)
(See review.)

ANCIENT LIVES
(Sunday 20.15, C4)
John Romer visits Deir El Medina to throw light on life in Ancient Egypt.

CLAIRE RAYNER'S CASEBOOK III
(Tuesday 22.55, BBC1)
This new series features case histories of real personal problems.

Flavour of France

Brian Hill looks at the BBC's multi-media language package for beginners

SCHOOLS TELEVISION
A vous la France
BBC1, Sundays 10.15am; repeated BBC2, Saturdays, early evening.
Radio 4VHF, Sundays 5.00pm; repeated Wednesdays 11.00pm.

The most important media event for language teachers this year is the launch of a major new multi-media language-teaching series. *Ensemble*, which has been the staple diet for millions of French beginners, has been laid to rest and its place is being taken by a trilogy of new courses on radio and television.

The thoroughness with which the BBC has approached the task is impressive. For three years the team has been busy planning, filming and writing. A research unit piloted materials with learners all over the country, not to mention button-holing returning passengers on cross-channel ferries to find out what French they had actually used or needed during their visit.

An introductory programme in June, hosted by "fat man on a bicycle" Tom Vernon, showed learners what they could expect and teachers were invited to regional meetings to sample and discuss the materials. In the radio and television programmes themselves some 200 French people appear and recordings were made in several different locations to ensure a balanced picture of France and its linguistic variety.

The first element of the trilogy which has just finished was an innovative five-programme television series called *Excuse my French*. As well as providing an enjoyable frolic around France in the company of Joe Brown, this aimed to hook potential learners of French for the main series which starts this week. Broadcast on BBC1 at almost peak viewing time, *Excuse my French* attracted over three million viewers, by far the largest number ever for a language series in Britain. The programmes were easy to watch and clearly fulfilled a need by bringing language learning to people who would not otherwise have entertained the idea.

Purists might have shuddered at some of the exchanges. "Nous avons poulet basquaise," said the waiter. "What's that?" quipped Joe Brown, "Chicken in a basket?". *Excuse my French* was not designed to teach the language, but to motivate or recruit, and as such it worked very well.

The core of the trilogy is the 15-part radio and television series called *A vous la France*.

The first BBC language programme, broadcast some 60 years ago, was justified as enabling listeners "to avoid the necessity of having to visit the country". The aims of *A vous la France* are, happily, totally different. Great care has been taken to capture the flavour of the "real" France and not just the France seen by the tourist. Factories, laboratories, offices are as much part of the scenario as cafés and meandering rivers.

In the television programmes there are three sections. Short exchanges of authentic French are picked up, analyzed and taught by two presenters, using captions, neat animated cartoons and re-cap sequences. I'm not too sure about the early stress on grammar points, but they are not a major part of the sequence and they do not in the event intrude. The overall impact is effective.

A short interview entitled "Rencontres" follows, in which the learner in England encounters ordinary French people in the street. Programme one, for instance, has passers-by in Grenoble telling the interviewer what there is to do in their town. The vocabulary which emerges is pretty daunting, but the aim is basic comprehension rather than assimilation for active use, and this is achieved by presentation, replays and the transcript in the accompanying book.

Each programme concludes with a short sub-titled film report about an aspect of life in France. The beginner has no chance here of understanding the language content and in spite of the sub-titles some home learners may well be frightened off. It is a pity that the commentary was not made simpler and accompanied by a more supportive listening strategy, since the films themselves are attractive and visually informative.

Although I should have liked more specific links within the programmes between the various elements of the course, the radio does back up its television counterpart, taking the same themes and providing the learner with progressive practice. Simple recorded interviews are followed by a series of *activités*. There is an enthusiastic feel to the presentation, and the addition of a topical report from BBC correspondents is a good idea.

The accompanying book (whose publication was again delayed) costs £5.25 and is good value for money. It contains transcripts of all the interviews and actuality sections together with notes, vocabulary and further information. I am, however, worried about the lack of activities (exercises?) to involve the learner in practising the language. For programme one there are 20 pages, of which only two are devoted to supplementary exercises, a potentially serious imbalance for learners wanting to acquire the language.

A vous la France will be followed in the spring by a series of more advanced documentaries called *France actuelle*. Overall, this major new initiative by the BBC will be welcomed, but I wonder how much progress Joe Brown will make if he tries to continue his studies alone? More, I'm sure, if he joins one of the available evening classes with a teacher to guide him through the various elements of the course and give him some additional and necessary structured practice.

Images in maths

SCHOOLS TELEVISION
Junior Maths
Central TV, 11.20 am Mondays, repeated 9.48 am Thursdays, broadcast throughout the year.
Software and workbooks published by Oliver and Boyd, Robert Stevenson House, 1–3 Baxter's Place, Leith Walk, Edinburgh, EH1 3BB.

Mathematics can be a very visual subject. *Junior Maths* presents the use of images and activities needed by young juniors in their mathematical thinking. The weekly 15 minute programmes make excellent use of the medium of television.

Each programme contains half a dozen related items, many are studio presentations, where we are shown mathematical activities being carried out and hear stories about a Mad Mathematician. Some items are films or animated drawings.

October's programmes are all related to geometrical work. Some other textbooks treat tessellations as little more than fitting together triangles and hexagons, these activities are often inventive and exciting for example programme three (October 1) shows how to design more adventurous tile shapes with the aid of a geoboard; presenters Fred Harris and Mary also use a computer program to design similar tiles and to print out the corresponding tessellation patterns.

Similarly, programme five (October 15) shows interesting extensions of standard work on reflections. We see traditional Hindu Rangoli patterns being made by an expert and then by some children. A computer program which produces Islamic patterns is demonstrated in the studio along with other ways of developing and making patterns. Such work contains a wealth of mathematical ideas and the activities shown can be easily imitated and followed up.

The value of these programmes is not in what is learnt whilst watching, but in what is learnt in the work done afterwards. Children are not told explicitly to try things themselves, but are subtly persuaded to carry out a task which looks inviting. The shape-describing game which Fred and Mary play in programme four is one which everyone will want to try after the programme finishes.

The studio setting is that of a workshop with a BBC Micro on hand, and the type of computer program shown is different from much educational software: programs are seen as "tools" for the children and the teacher, rather than "tutors" carrying out an instructional role. The programs mentioned above help you create patterns. The program *Tracks* demonstrated in programme six (October 29) allows the user to control a moving path by giving directions. The "turtle" graphics program *Dart* is shown in programme four. LOGO-style instructions help create a picture of a mathematical looking bicycle. The concept is of the computer as a friend in the corner, ready to enable you to do a particular job when needed. Many of the programs shown are available from Oliver and Boyd; others, such as *Dart*, from suppliers listed in the teachers' book.

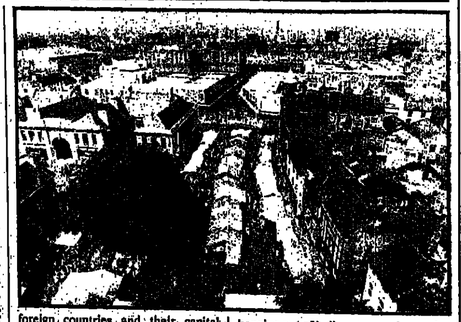
The *Junior Maths* book presents a synopsis of each programme and a list of activities to carry out. It provides a useful reminder of each programme's content, and is, of course, useful in advance warning so that a teacher can prepare any materials needed for follow-up work. It also gives information on the practical methods used and on sources of materials.

The use of visual images is not restricted to geometrical work. Each of the current programmes is preceded by a short film of disembodied hands manipulating complements of sets. Some of the film sequences will seem familiar to those who remember the *Leapfrog* series, but, of course, the overall style of *Junior Maths* is quite different. Not all programmes are equally rich in ideas to follow through. However, even if only one or two items each week appeal, they will provide a class with plenty to do.

Not only do we see images in maths. We see an image of maths as an enjoyable activity involving both thought and action.

Andrew Rother

Local studies



SCHOOLS TELEVISION
Going Places
ITV, Tuesday 10.04–10.19am/Thursday 11.19–11.34am.

There was considerable discussion at the preview of *Going Places* as to what geography really was, in the primary school at least. Had we all read the introductory pages of the excellent, eminently practical Teacher's Notes, however, we could have saved our breath for, together with the first couple of programmes, they put everything in context.

To the surprise of one or two of my colleagues, *Going Places* is not about foreign countries and their capital cities (if it was, Central Television would presumably have called it *Naming Places*). Nor does the series tell us the exact length of the Amazon, the number of people who live in Brussels or even the height of the Matterhorn. Instead, it contents itself with providing far more useful introductory material for the kind of geography-*cum*-local studies topic work undertaken in many primary schools.

One of its main concerns is to introduce what is apparently (though fortunately not on the screen) called "graphicacy" – the map-work which many junior-age children find difficult to grasp. Hence in the first programme there was entertaining fly-on-the-ceiling views of a classroom which acted as links to the animated plans that cropped up later. In following programmes this idea is taken further. Central TV cameramen have been hanging out of helicopters and over the sides of buildings – their lives literally on the line – to get aerial shots of towns and street markets.

Despite the jargon, *Going Places* is a modest but eminently practical series. Its range is limited – no one seems to know quite what to do with the odd, almost-random shots of life in India which have been dropped into every programme – but that is its major strength. It brings geography down to basics and looks at the world through the eyes of inquisitive 7 to 9-year-olds (who also provide the greater part of the commentary). In programme four one group plot on a map all the shops in their locality which sell potatoes in one form or another. A project-and-a-half if ever there was one, but they got a lot out of it – graphicacy, local awareness and bags and bags of chips.

Hugh David

4 Television Programme Recording

Titles Available for Week Commencing Sunday 7 October 1984

* Please note that fee code 2 = Zero rating — i.e. No programme fees are payable on these titles.

Monday October 8
18.00 Well Being: Tearing Off The Labels *fee code B*
Wednesday October 10
20.30 Diverse Reports *fee code B*
Thursday October 11
22.55 Blood of the British: Roman and Countrymen *fee code B*
Friday October 12
19.30 Right To Reply *fee code A*
20.00 A Week in Politics *fee code B*
22.30 Food For Thought: Looking At The Labels *fee code 2*

For More Information Contact
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

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Please address classified advertisements to:–
The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.
Classified Advertisement Rates:
Single Column £1.84 per line (min. 3 lines).
Classified Display £10.50 per s.c.c. (min. 9.5cm × 2 £199.50).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.

Nursery Education

Other Appointments

BEDFORDSHIRE
EDUCATION SERVICE
GLENWOOD SCHOOL
Beech Road, Dunstable, Beds. LU5 5LY
Enthusiastic Nursery Teacher, Scale 1 Plus £87, required at this school for 96 children with severe learning difficulties. An interest in entering this field together with an ability to involve children with musical activities will be considered more important than previous experience in special education.
Application forms from the Headmaster at the school (as please). (30970) 100026

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
Required as soon as possible
PERMANENT UNATTACHED SUPPLY NURSERY TEACHER (Scale 2) to cover absence in the Borough's Nursery Schools and classes. Appropriate nursery qualifications and experience essential. Experience in multi-cultural schools desirable.
Application forms (sae) from Director of Education, P O Box 1, Chesterfield House, 8 Park Lane, Wembley HA9 7RW returnable within 10 days.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education. (30951) 100026

BERKSHIRE
BAYLIS COURT NURSERY SCHOOL
Oatlands Drive, Slough SL1 3HS
NOR: 60 Nursery
Required for January 1985, a nursery teacher, Scale 2. The school is situated within an ethnically and culturally diverse community and applicants are welcome to visit the school by prior appointment with the acting Headteacher (Tel: Slough 819117).
Closing date: 18th October, 1984.
An Equal Opportunity Employer. (30835) 100026

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. FRANCIS R.C. INFANT SCHOOL
Maryland Park, Stratford, E15 1HR
Head Teacher: C.A. Flynn
Number on Roll: 240
TEACHER IN CHARGE OF NURSERY UNIT Scale 2
Required JANUARY 1985 OR AS SOON AS POSSIBLE.
A practising Catholic Teacher to be in charge of a 30 place, purpose built nursery unit, opened in 1982.
Visits to the unit most welcome. Please contact Head Teacher on 01-534 5879.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 18th October 1984.
DIRECTOR OF EDUCATION, Education Offices, 370/388 High Street, Stratford, E15 4RD.
An equal opportunity employer. (07355) 100026

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHURCH HILL NURSERY SCHOOL
Woodbury Road, London E17
Headteacher: A.L. Jackson-Dooley
REQUIRED FOR JANUARY EXPERIENCED, TRAINED NURSERY TEACHER to assist teaching head in a team of 4 (including 2 N.N.E.B.'s) in a 60 place f.t.e. Nursery School. Must be committed to the philosophy of Nursery Education especially Parental Involvement. Prospective applicants are encouraged to make an appointment to visit.
Scale 2 plus Outer London Allowance.
Application form, available on receipt of a 9" s.a.e. from and returnable to the Head Teacher.
Closing date: 19th October, 1984. Ref: N2/1090. (30948) 100045
Avon is an equal opportunities employer. (30814) 110010

CHESHIRE
EDUCATION COMMITTEE
ST STEPHEN'S R C AIDED INFANT SCHOOL (NURSERY)
Marsden Avenue, Orford, Warrington WA2 8BR
Tel: Warrington 37645
NURSERY SCALE 2
Required for January 1985. Nursery trained or Nursery experience essential.
Practising Catholic preferred. Ability to teach Music an advantage.
Apply to Reverend Father P. Hughes, St Stephen's Presbytery, 101 Sandy Lane, Warrington.
Closing Date: 15th October 1984. (30450) 100026

NEWHAM
LONDON BOROUGH OF NEWHAM
ST JOACHIMS R.C. PRIMARY SCHOOL
Bushman Road, London E16 4DT
Head Teacher: Mrs. C.F. Jones
Number on roll: 180
NURSERY TEACHER, Scale 1 Required: January 1985. An enthusiastic nursery trained teacher to join a well established and friendly nursery class.
London Allowance £987 plus Social Priority Allowance.
Application forms/(s.a.e. please) available from Director of Education to whom completed forms should be returned by 18TH OCTOBER 1984.
DIRECTOR OF EDUCATION, Education Offices, 370/388 High Street, Stratford, E15 4RD.
An equal opportunity employer. (07372) 100026

DUDLEY METROPOLITAN BOROUGH
PRE-SCHOOL ASSESSMENT UNIT
SEN PT
BROMLEY PRIMARY SCHOOL
Pensnett, Brierley Hill, West Mids. DY5 4PJ
Second TEACHER for pre-school children receiving short-term assessment of their special educational needs.
Details/application forms from the Chief Education Officer, 5 St. James's Road, Dudley, West Mids. DY1 1HZ. (Tel: Dudley 55435, Ext. 4300) by 18th October. (30857) 100026

NURSERY TUTOR

The World-wide Education Service of the PNEU is launching a new Nursery Education Package in January 1985 for families and nursery groups all over the world. A qualified and experienced Nursery Teacher preferably with overseas experience is required to take professional responsibility for this exciting development.

Burnham Scale 3 post available for suitable candidate.

For further details and an application form please apply to:

The Director,
World-wide Education Service,
Strode House,
44/50 Osnaburgh Street,
London NW1 3NN.

Tel: 01-387 9228
Telex: 922488 (WES 118) (6752)

Primary School Education

Headships

AVON COUNTY
CASTLE COUNTY PRIMARY SCHOOL
Newlands Road, Keynsham, Bristol BS18 2QS
Salary in accordance with Group 5
Vacancy from 1st January 1985.
Further details and application form, returnable by 15th October, from Director of Education, PO Box 87, Avon House North, St James Barton, Bristol BS99 7ES. Please enclose sae.
Avon is an equal opportunities employer. (30814) 110010

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from teachers with training and experience in nursery education for the following headships:–

AINSWORTH NURSERY SCHOOL
47 Acklam Road, W10
Vacant now. Roll 42 f/t and 20 p/t. Burnham Group 1 plus Inner London allowance.

SHERBORNE NURSERY SCHOOL
Priestly House, Athlone Street, Kentish Town, NW5
Vacant now. Burnham Group 1 plus Inner London Allowance.
Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for the return of completed forms 19 October.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER
(6840)

County of Cleveland

An equal opportunities employer.
CLOSING DATE: 19th October, 1984, unless otherwise stated.
Application forms and further details for the undermentioned posts obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Telephone Middlesbrough 248155 Ext. 3017) unless otherwise stated.
Financial assistance with household removal expenses may be available in approved cases.

PRIMARY SCHOOLS

NEWSTEAD PRIMARY SCHOOL, Hutton Lane, Guisborough, Cleveland TS14 8AA.

HEAD TEACHER (Group 6)

Applications are invited from suitably qualified and experienced teachers for the Headship of this new Primary School to be established in September, 1985 by the amalgamation of the present Junior and Infant Schools, including a 20 place Nursery Class.

CAPTAIN COOK INFANT SCHOOL, Stokesley Road, Marton, Cleveland, TS7 8DU

HEAD TEACHER (Group 4)

Applications are invited from suitably qualified and experienced teachers for the Headship of this well established Infant School serving an area of private housing to the South of Middlesbrough, from January, 1985.

HARRY DACK INFANT SCHOOL, West Park Avenue, Loftus, Cleveland TS13 4RL

HEAD TEACHER (Group 4)

Applications are invited from suitably qualified and experienced teachers for the Headship of this Infant School with Nursery Class, serving a township in the rural area of East Cleveland from January, 1985.

ST. AIDAN'S C OF E PRIMARY SCHOOL (AIDED), Lovalty Road, Hartlepool, Cleveland TS25 5BA. (Tel: Hartlepool 73695).

DEPUTY HEAD TEACHER (Group 6)

The Governors invite applications from suitably qualified and experienced teachers who are practising Communicant Members of the Church of England. The successful applicant would commence duty in January, 1985. Further details and application forms may be obtained, on receipt of a stamped addressed envelope, from the Head Teacher. Closing date: 15th October, 1984.

ST. BEDE'S R.C. PRIMARY SCHOOL (AIDED), Green Lane, Stockton, Cleveland TS19 0DW
ST. JOSEPH'S RC PRIMARY SCHOOL (AIDED), Ragworth Road, Norton, Stockton, Cleveland TS20 1HR.
ST. MARY'S R.C. INFANT SCHOOL (AIDED), Tennyson Avenue, Grangetown, Cleveland TS6 7AD.

SCALE 1 (INFANTS)

Applications are invited from practising Roman Catholics for Scale 1 Infant posts at the above named schools.
Application forms obtainable from and returnable to The County Education Officer, for transmission to the Chairman of the Governing Bodies.

SECONDARY SCHOOL

EGGLESCLIFFE SCHOOL (11-18 mixed comprehensive, 1,121 on roll), Urlay Nook Road, Eaglescliffe, Cleveland TS16 0LA. (Telephone Eaglescliffe 783686).

SCALE 1 ENGLISH

Required for January, 1985, a teacher of English to teach to 'A' level and to teach some Drama. Closing date: 15th October, 1984. (6868)

HEADTEACHERS

Required April 1985

1. **STIFFORD COUNTY PRIMARY SCHOOL (Group 4)**
Parker Road, Grays.
2. **JACK LOBLEY COUNTY PRIMARY SCHOOL (Group 4)**
Leicester Road, Tilbury.
3. **WICKFORD COUNTY INFANTS (Group 3)**
Irvon Hill, Wickford.
4. **PEAR TREE MEAD COUNTY JUNIOR SCHOOL (Group 4)**
Trotters Road, Harlow (re-advertisement)
Required April or sooner if possible.
S.P.A. payable for schools 1 and 2 (£201 p.a.)
L.F.A. payable for each of the above schools (£258 p.a.).
Removal and disturbance allowance scheme in operation.
Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 26th October, 1984.
5. **GALLEYWOOD ST. MICHAEL'S C. OF E. (AIDED) JUNIOR SCHOOL (Group 5)**
Barnard Road, Galleywood, Chelmsford.

Applications are invited from suitably qualified and well experienced Teachers for the post of Headteacher of this Group 5 school. Applicants should be committed Christians in sympathy with evangelical C. of E. teaching and worship.

Application forms and details from the Area Education Office, Mid-Essex Area, P.O. Box 398, 'A' Block, County Hall, Chelmsford, Essex, CM1 1JW.
Closing date: 26th October, 1984. (6922)

ESSEX County Council

PRIMARY HEADSHIPS continued

CUMBRIA
COUNTY COUNCIL
SHANKHILL PRIMARY SCHOOL
Group 1, nor 45
Required for January 1985.
HEAD TEACHER. Applications are invited from suitably qualified and experienced teachers.
Further details and application forms obtainable from, and returnable to, Assistant Director of Education, North-East Division, Education Offices, 5 Portland Square, Carlisle CA1 1PU by 19th October 1984 (s.a.e. please). (30246) 110010

DORSET
ST ANDREWS CE (AIDED) FIRST SCHOOL
Fontmell Magna, Shaftesbury
HEAD TEACHER (Group 3)
Required from September 1985.
Application forms, returnable by 19 October, and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap sae). (30097) 110010

DURHAM
COUNTY COUNCIL
HEADSHIP
Applications are invited for the above post at the following school:-
WITTON-LE-WEAR COUNTY JUNIOR MIXED & INFANT SCHOOL
Group 1
Application forms and further details available from the Director of Education, County Hall, Durham, on receipt of a foolscap stamped addressed envelope to be returned by Friday, 19th October, 1984. (30495) 110010

HAMPSHIRE
SOUTH EAST HANTS AREA
WAITE END FIRST SCHOOL
Mill Road, Waterlooville, Hants
APPOINTMENT OF HEADTEACHER, Group 3
Applications are invited for the post of HEADTEACHER, Group 3, at this First (5 - 8) School with effect from Easter 1985.
Apply to Area Education Officer, 25a East Street, Havant, PO9 1BT enclosing s.a.e. for further details and application form. Closing date: 22nd October 1984. (06176) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following Headship Appointments:-
KETTLEWELL WITH STAR BOTTOM (CP)
Nr. Skipton
(Group 1)
MARKINGTON C E PRIMARY SCHOOL
Near Harrogate
(Group 1)
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton DL7 8AE to whom completed forms should be returned no later than 19th October 1984. (30182) 110010

OXFORDSHIRE
COUNTY COUNCIL
CHILTON C.P. SCHOOL
Near Didcot
Applications are invited for the Headship of this Group 3 school, vacant from 1st January 1985.
Further details and an application form available from the Chief Education Officer (rer. DPC), Macclesfield House, New Road, Oxford OX1 1NA to be returned by 18th October 1984. SAE essential. (30470) 110010

Wiltshire Primary Education

HEADTEACHER POST

Ludwell County First School, Shaftesbury
GROUP 1 N.O.R. 33

HEAD TEACHER required for January or April 1985, for this 5-9 First School. Ludwell lies close to the Wiltshire/Dorset border on the A30 in the South of the County. The original school building has been extended and there are good recreational facilities. Ludwell School forms part of a 3 tier comprehensive system in which First and Middle Schools in both Wiltshire and Dorset are linked with Shaftesbury C.E. Aided Upper School.
Application form and further details (BAE please) from and returnable to the Chief Education Officer, Education Department, (ST/T/PMB), County Hall, Trowbridge, by 23rd October, 1984.

SCALE 2 POSTS

St Rampson's Infants School
Bath Road, Cricklade, Swindon SN6 6AX
Head Teacher: Mrs S E Collins
Estimated N.O.R. — January 1985 — 182
Required January 1985, an experienced and enthusiastic Scale 2 Teacher of Infants to direct and co-ordinate the teaching of Mathematics (new schemes Macmillan Mathematical and Computing (BBC Model 'B') throughout this Group 4 School, arranged in three two-teacher co-operative units.
Application forms available from the Head Teacher (S.A.E., please) and returnable to her by 17th October, 1984.

Winterslow C.E. Aided Primary School,
Middle Winterslow, Salisbury, SP5 1RD
GROUP 4 N.O.R. 184
RE-ADVERTISEMENT
Required for January 1985 a Scale 2 enthusiastic teacher to take responsibility for the organisation of Science and Audio Visual Aids. An interest in Computers and Boys' Games would be an advantage. Winterslow is a lively rural school with close Church links.
Written letter of application, stating age, giving particulars of education, training and experience and also the names and addresses of two referees to be sent to the Head Teacher by 19th October, 1984. (S.A.E., please). Previous applicants will be considered and need not reapply.

SCALE 1 POST

Westrop Primary School
Newspright Place, Highworth, Swindon, SN67AP
Head Teacher: Mr J J Toomey, M.Ed.
Estimated N.O.R. January, 1985 — 276
Required January 1985, Scale 1 teacher to take responsibility initially for a 3rd and 4th year, mixed ability class. Candidates should offer an interest in developing boys' P.E. skills and an ability to organise and manage the School's teaching resource materials.
Letter of application, CV and the names and addresses of two referees to The Head Teacher at the School by Friday, 19th October, 1984, please. (6802)

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:—

JOHN RUSKIN (I) SCHOOL
John Ruskin Street (Walworth Road) SE5 0PQ
Vacant 1 January 1985. Roll 98 plus 91 p/t nursery plus 9 language disordered unit. Burnham Group 4 plus Inner London allowance.

MULGRAVE (I) SCHOOL
Rectory Place, (Wellington Street), SE18 5DA
Vacant now. Roll 120. Burnham Group 3 plus Inner London allowance. Open plan building.

OLD FORD (I) SCHOOL
Wrights Road, E3 5LB
Vacant now. Roll 174 plus 30 f/t and 29 p/t nursery. Burnham Group 4 plus Inner London allowance.

Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for the return of completed forms 19 October.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (6901)

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £268 p.a. THROUGHOUT THE COUNTY
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

HEADSHIPS

THE GROVE COUNTY FIRST SCHOOL, Frimley
HEADTEACHER required from the commencement of the Summer Term 1985 for this Group 5 First School for pupils aged 5–8 years.
N.O.R 182.
Salary scale £11,467–£12,872 p.a.
Application form and further details available from Area Education Officer, "Lismore", 9 Heathside Road, Woking, Surrey, GU22 7EU.
Completed applications should be returned not later than 19 October 1984.

REIGATE PARISH CHURCH (AIDED) FIRST SCHOOL, Reigate
HEADTEACHER required from the commencement of the Autumn Term 1985 for this Group 2 C/E (Aided) First School for pupils aged 5–8 years.
N.O.R. 114.
Salary scale £9504–£10,536 p.a.
The Governors look for an experienced first school/infant trained teacher who would be expected to maintain the school's close spiritual links with the local Anglican Evangelical Church.
Applications forms from:- Rev Richard I. Thomson, The Vicarage, 76 Church Street, Reigate.
Completed applications should be returned not later than 19 October 1984. (6833)

EDUCATION DEPARTMENT
MEDWAY DIVISION
Gordon County Primary School (Junior Dept)
Gordon Road, Strood, Rochester, Kent ME2 3HQ
Appointment of

HEAD TEACHER

Group 5 Roll 301

Appointment to take effect from January 1985. Application forms and further details available from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, Kent (SAE please) to whom they should be returned by 19th October 1984.
Re-advertisement previous applicants will automatically be considered (6834)

KENT COUNTY COUNCIL

FIRST SCHOOL HEADSHIPS

NEWBY FIRST SCHOOL, BRADFORD
GROUP 6
Applications are invited from suitably qualified and experienced teachers for the Headship of this First School for children aged 3-9 years which is multi-cultural in character. The school is moving into new premises in September 1985, and the person appointed will be expected to be enthusiastic about the concept of working in an open plan environment.
Reference ET87184/TES

THE CHURCH SCHOOL, THORNTON (CE VOLUNTARY CONTROLLED), GROUP 3
Applications are invited from suitably qualified and experienced teachers for the headship of this First School for children aged 5-9 years. A communicant member of the Church of England is preferred.
Reference ET87284/TES
Further details and application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP where completed forms should be returned by 19 October 1984.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (6893)

City of Bradford Metropolitan Council

EXTRA MATHEMATICS

Photos: Sally and Richard Greenhill

Life after Cockcroft

Francis Kellaway considers the impact "Mathematics Counts" has had on the subject associations

In the years immediately preceding publication of the Cockcroft Report, *Mathematics Counts*, there had been a ferment of activity among interested bodies. Meetings and conferences galore led to an overwhelming mass of submissions of evidence.

Every Tom, Dick and Harriet knew there was something amiss with the state of mathematics teaching and of pupil attainment (or lack of it). In the all-pervading jargon, there was a discernible common core of opinion on these matters.

When, however, it came to proposals for reform or improvement, the remedies forthcoming ranged from the plausible to the eccentric, to the extreme verges of lunatic impracticality. It was one of the successes of the Cockcroft committee that they were able to distil from the complex and contradictory material before them (and after lengthy, doubtless conflicting, deliberations) some positive and purposeful conclusions.

What became increasingly recognized throughout the two years after the report was issued was that neither were its contents so novel nor its recommendations such a panacea as its first rapturous welcome suggested.

One great achievement of the exercise, nevertheless, was the renewed interest that had been aroused in teachers and parents about the hazards of teaching mathematics in a restructured educational system set in a society of which the *mores* were unstable as quicksand. The points at issue were not new: criticism by employers of the lack of numeracy among school leavers had been swelling, at least ever since the war; the examination system had more detractors than supporters, and the training and subsequent quality of many mathematics teachers were equally suspect.

But a significant factor that brought a public (and political) realization that "something must be done" was a report issued by the Institute of Mathematics and its Applications in March 1978. Described as "devastatingly distrubing" it showed, following a nationwide survey of more than 8,000 children in England and Wales, that general levels of comprehension and calculation were abysmal. The time for sweeping unpalatable facts under the carpet had passed. The Prime Minister, Mr J Callaghan, had initiated a "great debate" on the subject. There was a green paper. There was wringing of hands, media publicity and a general hoohs.

Inevitably, a committee of enquiry was the first answer. The consequential Cockcroft Report was released in January 1982. So we come to the nub of the matter. What impact has the report had? What is being done about its recommendations? What, in particular, have been the reactions of the subject associations (the I M A already mentioned, the Association of Teachers of Mathematics, and the Mathematical Association)? For it is these bodies, more than any other group of factors, which have the power to influence future developments in the colleges of education and in the mathematics classrooms.

It is not inappropriate, before seeking some answers to the questions just raised, to reiterate one's constant pleas to all concerned with the teaching of mathematics that they should obtain the benefits of membership of one of the three associations mentioned. Among their objectives is a common desire to promote good methods of teaching, to relate the subject more closely to the powers and needs of children, and through meetings and publications to interchange ideas and provide support for colleagues.

The IMA as one instance, has inaugurated a new journal, *Teaching Mathematics and its Applications*, offering "interesting and stimulating material" which is already proving invaluable as a means of enlivening classwork. Meanwhile, the Mathematical Association's longer established *Mathematics In School* goes from strength to strength. The repercussions of Cockcroft are clear in many articles in recent issues. An employer's commentary reminds readers of the admirable work of the Schools and Industry committee of the association, itself exemplifying the Cockcroft plea for greater liaison between teachers and employers.

Reflections from a primary school viewpoint include a comparison with the Bullock Report (which, it is suggested, offered real guidance to teachers), concern that too little consideration was given to how children learn mathematics, and regret that the report includes no mention of play, an essential concomitant of junior school activity.

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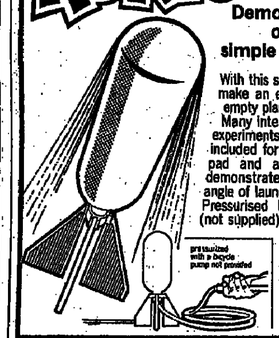

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Life after Cockcroft continued

The contents sheets for the 1983 and 1984 volumes of *Mathematics in School* show that concern about the issues brought out by Cockcroft indeed continue to dominate discussions about contents of the curriculum, teaching techniques, and examinations. As for the last-named, the Mathematical Association, already noted as an examining body, has recently introduced a new diploma "in the teaching of mathematics to low attaining pupils in secondary schools". Intended for teachers with some experience of work of this nature who "wish to increase their skills or confidence in this area and equip themselves to make a more informed contribution to school policy", the diploma course involves at least 200 hours of "contact-time" at an approved institution, together with private study and practical association with pupils.

The special needs of low attainers, aspects of the curriculum, and modes of assessment are major constituents of the course. Not unconnected is the issue by the Association of a variety of classroom resource material (though much of this is suitable also for groups of different abilities) which meets the Cockcroft criterion for display matter "whose use should not be underestimated".

The MA is, in fact, constantly on the lookout for supporting material. To recall paragraph 314 of the report: "although the printed word is seldom a satisfactory means of introducing new mathematical concepts, the same limitation does not apply to the use of mathematical problems, puzzle and topic books". All the associations are active in this field.

Another paragraph of the report (243) also repeatedly crops up in articles and discussions. This is the section which suggests that mathematics teaching at all levels should include exposition by the teacher, discussion, practical work, consolidation and practice of fundamental skills, problem solving and investigationnl work. It is clear from the literature and from reports of meetings that many teachers accept this as a reasonable statement of their own intent, and that there is much striving to achieve something comparable in the lessons they present to their classes.

Mention of two examples, selected virtually at random, must suffice to indicate the type of activities being undertaken by enthusiastic teachers. There is the Kent Mathematics Project (subject of numerous articles in the TES, the *IMA Bulletin* and elsewhere). This has developed a bank of material – teachers' guides, books, tapes, workcards – covering different levels of ability and allowing individual work at differing rates of progress.

Secondly, an in-service course in Wales considered the implications of the report. Subsequently the Faculty of Education at the University College of Swansea has issued a book, edited by T H F Brissenden, containing the proceedings. Available from the college, price £5, it showed that in different schools over a wide area there was much professional thought being given to the predicaments highlighted in the report. It became evident that the more interchange of ideas about experiments (successful or not), materials and methods, assessment and evaluation, then the more confidence would be engendered in the individual teacher and the more pupils would benefit.

The stimulating papers presented at this Welsh course constitute a book of high quality. What cannot be stressed too strongly is that meritorious work is bing carried out all over England and Wales, but all too often in isolation. Even where teachers' centres are effective, their deliberations can be parochial. Hence the repeated pleas that membership of a national body can help both the individual and the cause of mathemnitics teaching generally.

The third of the national bodies is the Association of Teachers of Mathematics. It publications list shows that many of the features of Cockcroft had been anticipated. Apparatus in abundance, activity books which offer a score of starting points for mathematical investigations suitable for a range of ages and abilities, and a series of discussion books typify the variety available. Collections of topics under the title "these have worked for us" help cross-fertilization of ideas among schools. The periodical *Mathematics Teaching* is full of germane material.

A new ATM discussion book *Teaching Styles* (£3.50) represents another part of the association's response to the Cockcroft Report. It has as starting point, the paragraph 243 mentioned above but the work extends into a related study of other sections. Self-analysis is encouraged, procedures of different aspects of teaching are explored, and the strategies of work in mathematics are developed. As the committee responsible for the compilation state: "This is not a book to read and then shelve. It is a book to become involved with, a book to share, a book to be argued with."

Involvement and argument are, indeed, some of the useful by-products of Cockcroft itself. Teachers have been enheartened by a recognition of the problems confronting them daily. Answers may not yet have been found. We have certainly not become a numerate nation overnight. Whether a lack of academic achievement by the majority is peculiar to mathematics is moot question. For mathematics, however, there is at least a pointer of hope in that nearly three years after the publication of an educational report it is not yet pigeon-holed and forgotten. Quite the reverse; its findings are being seen to be even more relevant to the current situations in classroom and industry. How soon the performances of children at all stages, and of school-leavers in particular, will be demonstrably improved is, however, still an unknown quantity.

Exchange of ideas

Ramesh Kapadia reports on ICME V. Adelaide

There were 1984 delegates and accompanying persons at the fifth International Congress on Mathematical Education held in Adelaide on August 24–30 1984. It is the sort of coincidence mathematicians revel in. The 1,786 full participants came from 68 countries, including 86 from the United Kingdom, who made a substantial contribution both in terms of oral and visual presentations. The Congress had plenary sessions and many other simultaneous talks but also allowed significant time for small group discussion, putting into practice an oft-repeated yet little-heeded educational precept. This avoided the monotony of hours of lectures.

The discussion was organized into seven theme and seven action groups. The action groups dealt with early childhood, elementary, junior secondary, senior secondary, tertiary, teacher education and adult. The theme groups considered the following: mathematics for all; teacher development; technology; theory; curriculum; applications; problem-solving. Each of these areas were divided up into smaller topics; sometimes two groups considered the same topic to ensure group sizes of under 30. Thus each participant did have the opportunity to take an active part in some of the proceedings. This had some disadvantages as people came from widely varying backgrounds with differing experiences, so some of the discussions were not particularly fruitful. Nevertheless many groups did function and most people agreed that it was a successful experience. Moreover it encouraged contact with the same small group of people over an extended time.

There were four plenary speakers, beginning with Ubiratan D'Ambrosio (Brazil) who spoke about "The Socio-cultural Bases for Mathematics Education". He used vivid slides to show that many mathematical ideas were embedded within the cultures of developing countries and he went on to argue that these ideas should be utilized in education.

Jeremy Kilpatrick's (USA) theme of "Reflection and Recursion" illustrated how each age defines its own ideas for teaching and learning. He discussed how computers have affected our metaphors in the equating of thinking with information processing or teaching/learning with programming. He surveyed various models of the mind and exemplified Lawlor's ideas by showing three microworlds for solving 75+26: counting on one (76, 77---, 101); a money microworld of ¾+¼+1, working in dollars for the fractions; the usual paper sum solution. A teacher needs a model of the pupil's mind and Kilpatrick wondered whether one could supply children a language to reflect on their own activities.

Renfrey Potts (Australia) talked about "Discrete Mathematics" in an entertaining yet informative lecture. He put across salient aspects of the subject with some interesting applications, showing the role discrete mathematics might play in the school curriculum. In particular he argued that difference equations ought to be studied as a means of introducing non-linearity, amenable to computer calculation.

The fourth plenary speaker was the president of ICMI, Jean-Pierre Kahane (France). He surveyed research on "Measure and Dimension" beginning with Pythagoras and ending with current work which is currently focussed on fractals, with applications in biology and economics.

There were two other plenary sessions – a public forum on "Policies for Education in the Mathematical Sciences" and a debate entitled "The Microcomputer: Miracle or Menace in Mathematics Education?". While there was a good rationale for these sessions, neither worked particularly well as there was insufficient incisive comment to bring out differing points of view. Other sub-plenary sessions dealt with the effect of technology and the nature of proof.

In my action group, after a short lecture, issues about the place of rigour and abstraction at tertiary level were considered. Many took part in the discussion and some common understanding, as well as evidence of differing practices, quickly emerged. It was agreed that one needs to move away from absolute rigour towards more concern with student understanding. History shows that rigour is a relative concept even in mathematics and it is inappropriate to expect students to absorb modern standards without seeing how the need arose. The variation in standard at the end of a degree course in different countries also became apparent. The co-ordinators of the theme and action groups have the unenviable task of producing a final report from these many and varied discussions.

Individual participants had the opportunity to make a contribution either via an oral communication or a poster. The oral communications were grouped into 30 broad areas including problem-solving, logo, modelling, curriculum development, universal mathematics, computers, adult learning, errors number and geometry. Each speaker had only a short time but this did provide an opportunity for a variety of contributions and many useful contacts. The posters allowed for a visual presentation of many ideas from a different approach in quadratic equations to an outline of research by APU.

There were major project presentations from nine countries but no substantial work in this area was in Britain. This featured the Open University, Practical Mathematics in Schools, SMP, Foundation Level Mathematics in Scotland, Statistics Education, Chelsea College, DBAE, SMILE and the Shell Centre at Nottingham. Despite the demise of the Schools Council, there is still much innovative curriculum development being undertaken. Micro-computers were also well represented with some interesting software from passive drill and practice to interactive calculus programs.

Twelve sessions were devoted to the topic area of evaluation, examination and assessment, showing its continuing importance. Interestingly the main contributions on non-standard examination practices came from Britain. Another controversial area was women and mathematics: these discussions considered sex differences and ways of increasing women's participation in mathematics. Two other strands

continued

Exchange of ideas continued

groups were concerned with the theory of mathematics education and the relationship between research and teaching; it is intended to have a full conference on the former area next year. Other study areas were statistics, psychology, language, history and competitions. Each of these groups has been engaged in development work for a number of years as was evident from the presentations.

A workshop was open for people to try out stimulating material. Organized activities included building a geodesic dome and designing paper aeroplanes. There were even children doing mathematics in the workshop.

Apart from the formal programme, there were many social events including "Happy Hours" each day to sample Australian wine. There was an opening reception in the Festival Theatre, an organized excursion in the middle of the conference and a farewell gathering. Long lunch breaks as well as mid-morning and mid-afternoon refreshments provided further opportunities for meeting old friends and making new ones. A buffet dinner, a concert and an Australian bush dance were available as evening entertainment.

Overall, the conference was well-organized and did provide an opportunity for an exchange of ideas. The level of discussion seemed better than at the last conference four years ago. The main thrusts in mathematical education seem to be in the role of problem-solving and a consideration of how computers will or should affect the mathematics curriculum. In problem-solving the focus is on the nature of mathematics, while computers may diminish from the authoritative role of the teacher to make the subject more approachable. Both problem-solving and computers may help make mathematics more human.

Ramesh Kapadia is a Senior Lecturer Maths Education Polytechnic of the South Bank London.

Exchange of ideas continued

Talking about mathematics and her class of eight year olds, a young teacher commented: "They are all on the right book but none of them can do it." Of course, all technology may be abused as well as used. The abuse of the written word has been at the expense of practical experience and direct human contact. A book may not satisfy the educational needs of a child but it can make a contribution to the teacher's feeling of security.

The main source of poor mathematics learning in primary schools is the teacher's lack of knowledge of the subject, of how children learn mathematics and teaching methods. These factors contribute to a general anxiety about mathematics among teachers. Massive in-service training is needed to change attitudes and establish practical experience and discussion as the basis for mathematics teaching.

Faced with the problem of improving mathematics education in the primary schools, I decided that training co-ordinators and supporting them in their duties was my first consideration. They were going to meet problems associated with curriculum change as well as being asked for greater commitment than some have been giving in this area of their work. The co-ordinator is being cast in a new rôle.

A candidate for a co-ordinator's post was asked how he would influence other teachers. "By setting an example of good practice in my own room," he replied, "and being available in the staff room for discussion." The duties of the co-ordinator outlined in the Cockroft Report extend responsibility and management well beyond the mathematics resource cupboard and into the whole school in a very direct manner. The co-ordinator is a part of the management team.

I decided to place emphasis upon three basic areas of activity involving the co-ordinators in continuous in-service training, establishing them as part of the management team in their schools; support for teachers during self-evaluation and in-service training; and liaison and interchange of ideas between schools.

The title Curriculum Recording, Enrichment and Aid in Mathematics indicates the activities involved. This reduced neatly to "CREAM"! Fourteen schools in the pilot project were formed into two area groups with regular meeting of the co-ordinators throughout the year.

There is a dangerous delusion that practical methods and discussion are being used adequately. That is not the case. If it were, we would have better results. In many classes the practical work is negligible and is seen as an extra to the mathematics teaching that goes on in their books – that is, the mechanical juggling of numerals according to dogmatically stated rules! They would get more truly mathematical experience by juggling with indian clubs!

During the CREAM project, the co-ordinator asked teachers about the mathematics they had taught, or directed. Discussion continued by determining the basic content of the lesson with regard to facts and skills, conceptual structures and general strategies.

The dialogue between the co-ordinator and the teacher was the life-blood of the project. Based upon a set of questions, it enabled the co-ordinator to have an analytical and structured discussion with individual teachers and included a reminder of the possible variety of mathematical activities. The intention was to create an atmosphere of positive acceptance in order to build-up teachers' confidence and trust. This would enable professional development to be structured to the teachers' needs as they were revealed and accepted. The dialogue was very valuable and improved as the project developed. It also helped to get the co-ordinators accepted and established in their new, extended rôle.

After this general discussion of their work, further development was to focus upon the content and method of a lesson, or group of lessons about one aspect of the curriculum. Teachers were encouraged to explain and produce an analysis of the work they had done. Direct questions about method, apparatus and language produced some excellent records of work by individual teachers.

The co-ordinator organized visits to other schools for talks or workshops, or to see displays of work. This was a novelty for some teachers and was very popular. A joint topic on the subject of "Time" was undertaken by a group of schools. The aim was to share and compare ideas, and to encourage discussion between teachers. Although the main focus was on mathematics, it also proved an excellent example of how a topic can involve all aspects of the primary school curriculum. Teachers' reports were collated by the co-ordinators and presented in the form of charts which roughly represent stages of development. Accompanying the charts are a set of colour slides of the children working.

By the end of the year, I knew that I had a group of well-trained and experienced co-ordinators who had the authority that comes with substantial knowledge of the curriculum together with management skills developed through application. The co-ordinators and headteachers mentioned changes of attitude and approach in classrooms. Comments such as: "There is a greater variety of work and more order," and, "Teachers are more aware of the importance of the early stages and are not rushing through them," were common. Some of the anxiety has been replaced by confidence and it has been noticed by headteachers that methods which place greater reliance upon practical activity and discussion are being used.

I supported the co-ordinators in their new rôle as an active part of the management team. In the words of one co-ordinator: "The CREAM project provided a means for me to be able to talk to every member of staff about mathematics in a structured way. It also took the onus off me – if people were anxious about being questioned, I could remind them that we were working together for the project . . . As time went by this became less important. As people's confidence increased they were more willing to talk about their maths at any time, and often came and asked me questions or wanted to discuss what they were doing – which hardly ever happened before. I think that this has also had an influence upon the curriculum in general: it has extended to other areas."

Following this year of intense activity in the CREAM schools, headteachers have confirmed the value of the project for the co-ordinators, teachers and children. It has highlighted useful methods for presenting richer mathematical experiences and stimulated interesting individual and cooperative work in the schools.

The project has been taken-up in a modified form by another group of schools in two L.e.a.s and is progressing well. It gives guidance and support to co-ordinators and provides a vehicle in-service training and curriculum development of a permanent nature.

Don Skilling is primary maths adviser London Borough of Waltham Forest

Casting for a new role

Don Skilling describes the CREAM project for primary maths coordinators

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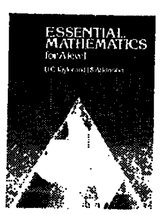

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A-level learning and study

Report by John Backhouse and Elizabeth Smith

This article reports a series of interviews which aimed at getting students' retrospective views on their A level mathematics course. The work was carried out as part of the DES-funded project, "A level mathematics in retrospect".

In September 1983, Elizabeth Smith interviewed 33 students who had just received their A level results, having started on an A level mathematics course two years earlier. The students were drawn from five old-established, mixed, Oxfordshire comprehensive schools and no significant difference in A level mathematics grades was found between those interviewed and those who did not accept the invitation to an interview.

The three major areas covered were concerned with satisfaction with the choice of A levels and with the A level mathematics course: learning and study skills; and the perceived usefulness of mathematics. A full report of all three areas will be included in a publication on the whole project available in November. "The present article, however, is concerned largely with learning and study skills.

The study of mathematics is in some ways like the study of other subjects: books are used, notes are taken, study needs to be organized, and revision has to be done. Clearly students interviewed had been given some advice in general studies periods or in a course at the beginning of the sixth form. They remembered being told: "do background reading during free time"; "you should spend five hours per A level subject per week"; "you should be spending as much time on prep as at school"; "you should do one hour per subject per night".

Most admitted to having ignored this advice after the first couple of weeks and nearly a third of the students felt that they could have done a lot more work and used their time better if they had been pushed more by their teachers.

The use of books, taking of notes and carrying out of revision are not quite the same in mathematics as for other subjects. No one felt he or she had been taught to use books as a resource, for learning fresh mathematics or for revision by their mathematics teacher. Note-taking in many cases consisted of copying from the board or having notes dictated. No one could recall having been taught how to make notes in mathematics lessons. Guidance on revision, when given, was to do lots of problems and to go through past papers, and most had found this effective.

There are some learning skills which, while not essentially mathematical, are nevertheless particularly associated with the subject – for instance, making generalizations, devising strategies to solve problems, constructing a logical argument, writing in a concise style, and perceiving elegance in an argument and analysis.

A small number of students had been on courses which included specific teaching on some of these. Two students had been on problem-solving courses but one felt that a day was not really long enough for this. Another had been specifically taught on a different course how to set out proof by induction as a logical argument. For the most part, teaching of these skills was indirect. Most students found it difficult to make generalizations and felt that this was a skill which had been gradually acquired, rather than explicitly taught. This was generally the case with problem solving, too.

On the other hand, more than half the students recalled comments such as "don't waffle", or "remember you won't have unlimited time in the exam". This is not to say, however, that they were heeded. Many students commented that they were not bothered about style provided that they got the answer.

Two thirds of the students said they often or sometimes posed questions to the teacher. A few implied that this was not without risk: "one was made to feel foolish" or "you had to do it on the board next time". Only about one third of the students said they often or sometimes joined in discussion, but most of those who did felt it was a useful way to learn. However, not all their teachers encouraged discussion.

A majority of the students said that they were quite happy just to know how to answer the examination questions, regarding a pass as their main aim. This group included not only those who had difficulty with mathematics but some with grade A at A level. Some students thought their lessons had been too much orientated towards the examination. One said: "I felt I was not learning mathematics but learning how to do the examination papers. I spent almost 12 months working through past papers and now I have forgotten just about everything."

The students were asked if they were prepared to take things on the teacher's authority. Twenty said they were prepared to, while 11 said they were not. Again, there did not appear to be any correlation between the response and the grade obtained at A level.

Calculators had been used extensively. With very few exceptions, they had been used to perform calculations which would previously have been carried out with slide rules or mathematical tables. In 1981–82, when the students were in the lower sixth, microcomputers were only just beginning to become common in schools, so it is hardly surprising that little use of them was reported. Nor do other resources appear to have been used much, apart from text-books.

Perhaps more use would have been made of resources if there had been more practical and project work. The only practical work recalled was some dice throwing, and the only project work reported was in one school where it was set as vacation work.

It is only in the last few years that many schools have begun to pay attention to learning and study skills. Some of the students had evidently received some teaching about these, but little specifically relating to mathematics. It is doubtful how much generalized statements carry over into the learning of particular subjects and it is almost certainly more helpful if teaching of learning and study skills is given in small amounts, as and when appropriate. Work being done elsewhere with problem solving suggests that it may be best to make such teaching explicit.

A particular need, and this report is by no means the first to note it, is to get sixth-formers to organize their time better. In this respect, the writers would advocate that teachers should gradually increase the students' responsibility for their own progress, rather than make a sudden change at the beginning of the sixth form.

It was clear that, while there was a considerable variety of teaching, much of it appreciated by the pupils, the influence of the examination was very strong. We would maintain, however, that examination results will not suffer if pupils are given a better understanding of the subject, are helped to see its relevance and if it is made more interesting. It may take time to get a class used to discussion but its value can be immense. The teacher becomes better able to understand students' thinking, the students' learning becomes more active, and misconceptions can be cleared up more easily.

There is scope, too, for more problem solving and investigative approaches in the sixth form. Microcomputers can help, particularly in the latter. Even if only a graph plotting programme is available, this could be used in an investigative manner on several occasions in a sixth-form course. In such ways sixth form teaching can be educational, as well as effective, when measured by success in examinations.

**A level mathematics in retrospect* by John K Backhouse, Gail A Owen-Schubnell, Elizabeth S Smith and Peter J Walter, University of Oxford Department of Educational Studies, 15 Norham Gardens, Oxford, OX2 6PY. Price £3.00 post free in the U.K.

And and/or and

by Keith Austin

Have you noticed how students will often put a comma rather than use the words "and" or "or" in written work? The aim of this article is to highlight some of the confusion that surrounds these two words.

Recently, I had a bottle of tablets on which was the instruction: "Take this medicine half to one hour before food, or on an empty stomach." The chemist explained that food in the stomach at the time the tablets are working can reduce their effectiveness. Thus the instruction should have had "and" instead of "or".

On another occasion, a leaflet describing a car-repair insurance scheme stated: "All cars up to 50,000 miles or up to four years old ... are eligible ..." However, the garage mistake made it clear that the "or" was to be interpreted as "and".

Why was "or" used in these sentences when clearly "and" was the correct word?

A first clue is obtained by considering the mathematical problem: "Solve $x^2 - 3x + 2 = 0$." Is the answer "$x = 1$ and $x = 2$" or "$x = 1$ or $x = 2$"? The reason for this ambiguity is that we only have the instruction: "solve" and no context. If the problem had been "Find all possible values for the variable x which satisfy $x^2 - 3x + 2 = 0$" then answer would have had "and", but if the problem had been "The number x satisfies $x^2 - 3x + 2 = 0$. What is x?" then the answer would have had "or".

Thus it is possible for the context to indicate whether "and" or "or" is appropriate. Now, in everyday situations the context is always strongly present and so the chemist and garage man could have been guided by the context to interpret their sentences correctly with "and" even though "or" was actually there.

This explains why no one had immediately objected to the "or" sentences. However, there still remains the question of why "or" ever got into the sentences.

Possibly this was due to the fact that both are restrictive instructions with a negative aspect. When "and" and "or" are put with "not" then confusion can result. For example, should we say "x is not divisible by 5 and 7" or "x is not divisible by 5 or 7"?

So perhaps the tablets' instructions originally said: "This medicine should not be taken less than half an hour before food or when the stomach is not empty", and the car policy "A car is not eligible if it has done over 50,000 miles or is over 4 years old." Then sentences were then changed from a negative approach to a positive one, but the "or" remained whereas the removal of the "not" should have changed it to "and". For example, "A card is not a heart if it is black or a diamond" means the same as "A card is a heart if it is not black and not a diamond."

This effect of "not" on "and" and "or" also produces a similar effect on "some" and "all". For example, should we say "24 is not divisible by some of the numbers 5,6,7,8" or "24 is not divisible by all of the numbers 5,6,7,8"? This shows itself in a real mathematical setting in such a joke:

Guest (to manager of hotel): I don't like those mice in my room.

Manager: Tell me which ones you do like and I will get rid of the others.

Thus "and" and "or" present a veritable minefield for the unwary. However, in tackling these problems in a mathematics classroom there does seem scope for linking the mathematical use of these words with their everyday use, and so showing another aspect of the significance of mathematics.

Keith Austin is a lecturer in the Department of Pure Mathematics, University of Sheffield.

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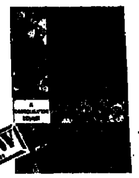

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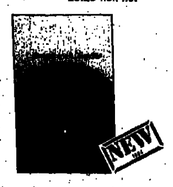

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EXTRA

LOGO: A new direction in infant maths

by Martin Hughes, Hamish Macleod and Cathie Potts

The arrival of cheap microcomputers throughout the education system has opened up a number of new options in the teaching and learning of mathematics. At one end of the spectrum the micro can be used as an "electronic workcard", presenting children with sequences of maths problems and giving reinforcement on their answers. Alternatively, the computer can be used as an exploratory tool, with children discovering for themselves the properties of mathematical "microworlds". At present, the best example of this more open-ended approach is provided by the computer language LOGO.

What is LOGO? At one level, it is simply a computer language like BASIC or FORTRAN: in other words, a code for telling the computer what to do. But at another level LOGO is much more than this. It is rapidly becoming an educational philosophy in its own right, in which computer technology is used to encourage children to explore, discover and learn in their own individual ways.

LOGO comes in many different forms, of which the most widely known is "Turtle Geometry". With Turtle Geometry, the child writes instructions in LOGO to control the movements of a Turtle. The Turtle can be a real robot which crawls around the floor, or a simulated robot on a screen. Both types of Turtle have pens which leave a trail behind them. Typing in the command "FORWARD 100" will send the Turtle forward about 50cm, while the command "RIGHT 90" will rotate it clockwise through 90 degrees. The child can use these simple LOGO commands as building blocks to construct more complex designs and patterns of their own choosing.

Thus the procedure SQUARE can be built-up by repeating 4 times the sequence FORWARD 100, RIGHT 90. The procedure HOUSE can be built from SQUARE and TRIANGLE, and so on.

LOGO is associated most closely with Seymour Papert of Massachusetts Institute of Technology, who now enjoys guru status within the LOGO movement. Papert's book *Mindstorms: Children, Computers and Powerful Ideas* is essential reading for anyone interested in this area. In his book, Papert claims that the LOGO approach can revolutionize learning and free children from the blocks and inhibitions caused by conventional approaches.

For example, he argues that Turtle Geometry provides an ideal bridge between the abstract world of mathematics and the concrete world of reality. By writing mathematical instructions to control the Turtle, children are using mathematics in a context in which they can see the immediate purpose of their actions.

In this country, the main centre for LOGO research has been The Department of Artificial Intelligence at Edinburgh University. This research, directed by Jim Howe, has mostly involved upper primary and early secondary pupils. Our own work, in contrast, has been with children at nursery and infant level. This work has grown out of our earlier research on the way children learn maths. This research indicated the need to introduce children to mathematical symbolism in a context where the symbols fulfilled an immediate purpose. LOGO, we believe, can create such a context.

In order to use LOGO with nursery and infant school children, we have had to develop a simplified version of the LOGO language. For example, we have used commands – such as "F3" or "R2" – which involve numbers within the child's range of understanding. We have also used a special touch sensitive keyboard called a Concept Keyboard. This has allowed us to start with a very simple keyboard layout, and increase it in complexity as the children's understanding of the system has grown.

The main part of our work has taken place in Craigmillar primary school in Edinburgh. Craigmillar is a severely deprived area where the social problems are profound. The level of attainment in the school is low, in spite of the efforts of an enthusiastic and dedicated teaching staff. Unlike children in the more affluent parts of the city, the children in Craigmillar have virtually no exposure to computers outside of school hours.

With funding from the Nuffield Foundation and the Scottish Education Department, we worked with a group of 16 six-year-olds over a period of five months. The children were withdrawn from the classroom in groups of two or three, although occasionally they were withdrawn individually. The sessions lasted on average for 15–25 minutes, although some sessions lasted for up to 45 minutes.

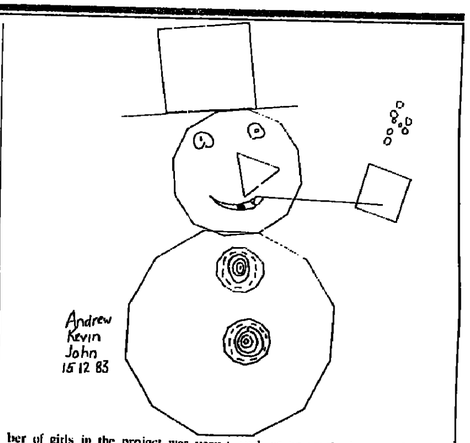
The sessions usually started with the children discussing what sort of picture or pattern they would make, and perhaps drawing a plan. Then they took turns at the keyboard as they attempted to carry out their plan. This inevitably led to a considerable amount of discussion between the children, mostly of a mathematical nature. Number, size and shape all featured prominently in their conversations, as they struggled to achieve their aims.

The snowman shown in the illustration was produced by a group of three boys just before Christmas. The children were by this stage making use of prepared shapes – such as squares triangles and 12-sided shapes generally referred to as "rounds". To produce the snowman they had to work out what shape to use for each part of the drawing, where it would start and what size it would be. The final product was the result of 45 minutes intense discussion and negotiation between three boys.

At the end of the project we interviewed all the teachers concerned about the effects of the project. There was general agreement that the children's work with the Turtle was characterized by high levels of concentration and absorption, by an increased use of mathematical language, and by a considerable degree of cooperation and collective problem-solving. As the headteacher commented: "It's the sharing and discussion between themselves on the best way to go about something which you don't even get in much older children in this school".

The class teacher was particularly struck by the effects of the Turtle work on her children, and has continued the work of the project in her classroom: "It's great, they really love it . . . they're really thinking".

The positive effects of the project were also revealed by standardized tests. At the beginning and end of our intervention the children were all administered the British Ability Scales by an independent educational psychologist. Statistically significant gains were found on the sub-scales concerned with number and shape, but not on other sub-scales. Interestingly enough, these gains were found only amongst the boys: however, the number of girls in the project was very small (six) and the results should be interpreted with caution.



Our study shows that the LOGO approach is both a feasible and desirable use of the microcomputer in the infant school. Indeed, it looks to be an exciting new departure in the way mathematics is introduced to very young children. However, there are a number of problems which need to be explored further. These are, for example, questions of management and organization which arise when the computer and Turtle are introduced into an ordinary infant school classroom.

There are also problems of how LOGO can be integrated with existing infant mathematics schemes. LOGO shares many important principles with current approaches to early maths — such as an emphasis on exploration and discovery — but at the same time introduces concepts about shape and number much earlier than in many existing schemes. Finally, there are questions concerned with the development of appropriate teaching strategies. When does the teacher intervene in the learning process, and how? We are hoping to tackle these problems in the next phase of our research.

Martin Hughes has just been appointed to a New Blood lectureship in Education at the University of Exeter, where he will continue his research with the Turtle. A report on the work so far is available from Hamish Macleod at the Department of Psychology, University of Edinburgh, 7 George Square, Edinburgh EH8 9JZ. Please send cheques for £1.50 payable to "The Craigmillar Project".

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Step *this* way

Is it possible that the principle of gradual progression is not the way to teach maths? asks David Womak

What's four take away minus three? This was the question I was asked some years ago by my young son, after he had spent the best part of an hour poring over some of his school maths books.

Being a keen young maths teacher and remembering from my college training that a child's question is the key to open his mind, I took this unsolicited request to be an ideal opportunity to instil in him a firm understanding of the concept of negative numbers. So quickly isolating what I felt to be the central concept involved, I broke the idea down into a number of component steps and prepared to gradually approach the area with which I supposed he was having difficulty.

Launching enthusiastically into a repertoire of teaching techniques including questions, demonstrations and activities, I noticed after some time that my efforts were beginning to meet with looks of puzzlement, boredom and even impatience, causing my own feelings, although concealed, to follow a similar pattern of wilting enthusiasm. Finally my son seemed to "switch off" completely, leaving me altogether frustrated and with a certain feeling of hopelessness.

"Is it me or is it him?", I wondered. "Does he want to understand or doesn't he?" In any event, I couldn't think of any more steps to insert to make the route easier, so finally, with some reluctance, I told him bluntly the answer he wanted.

Thinking about the incident later, I came to the conclusion that my response to his straightforward question had really been an attempt to exploit the situation for my own ends and his resultant attitude had quite sensibly been one of, "Yes, this is all very interesting but please will you just answer the question I asked?"

This personal anecdote is interesting not because it is an isolated case, but because I know it to be typical of many others. Indeed several maths teachers and educators with whom I have spoken subsequently can relate remarkably similar incidents with their own children; and if such incidents are not observed to happen too frequently in the classroom, it may be that only with parents does a child feel free enough to express his immediate and unrepressed feelings.

However, such cases are not confined to parent-child relationships and it was while I was teaching maths to a class of eight-year-olds at a special school that another "disturbing" incident occured. A difficult but lively boy who had been playing with an electronic maths aid for rather longer than I had intended, came over to me with his face beaming and announced cheerfully: "Sir, I can divide now!", proceeding to demonstrate his skill to me with much pride.

I felt an overwhelming urge to say to him: "Yes, but you can't possibly understand what you are doing because there are at least two distinct concepts of division involved and several substages to be mastered before you will *really* be able to understand". Instead, I praised his initiative and ingenuity and attempted to test out his understanding; indeed he did have a mental strategy for dividing any number by any other number.

Tony had a history of inconsistent and even incoherent performance in arithmetic and this blatant disregard for my supposed professional expertise shook my confidence in traditional teaching methods in this area for quite some time. It was only when I related the incident later in a quiet corner of the staffroom that I discovered this "problem" of illicit learning was not confined to my own classroom.

There is a strong consensus among experts and practitioners that all maths topics should be taught gradually via a number of small graded steps and indeed a large degree of unanimity over the particular order of these steps for any given topic. However, the children's learning behaviour in these two examples does *not* fit into this pattern and this raises a question which has lurked at the back of my mind for some time now, namely: are such examples as exceptional as they first appear to be or is it just possible that we may have got it wrong somewhere?

Could it be that mathematics has something in common with music, in that understanding and annlysis can sometimes destroy the sheer enjoyment of the subject? We as teachers enjoy learning because that is our chosen professional aim – to understand more. But it may be that children sometimes wish only to be able to acquire a certain skill – not to understand it; seeing mathematics more as a tool like the computer, to be *used*, and not necessarily to be understood. Understanding brings with it a certain sense of involvement and responsibility, and it's possible that children do not always want this commitment. To insist on children understanding in *our* time and in *our* way is to impose a certain moral responsibility which implies – "now that you understand that, you *should* be able to do this".

Many children are taught maths at home in unstructured circumstances which take no account whatsoever of the careful sequenced development of a topic, and yet not a few of these children aspire to O and A level GCEs (if this is a criterion of successful learning), at remarkably young ages. The parents of such children I have met have no inborn teaching genius, nor have their children been born with exceptional talents.

In these cases, as in the previous, it seems we must accept the fact that children can and sometimes do learn successfully without the pooled resources and knowledge of teachers and advisers. So is it possible that the principle of gradual progression may not, in fact, be the universal panacea for maths teaching that we have assumed it to be?

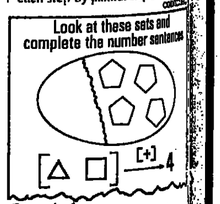
Perhaps the reader feels there may be some truth in this for faster-learning children, but for the ordinary child, Jean Piaget's work has surely demonstrated that learning takes place in ordered stages. However, even assuming that we should teach in the order in which children learn (which is in itself questionable), Piaget was concerned with only the most general logical categories necessary for an understanding of the world, rather than with specific mathematical topics and procedures. The most central and important implication of all of Piaget's work is that learning takes place through a process of accommodation and assimilation, ("cognitive conflict"), and this epistemological framework lends no support whatsoever to the idea of presenting new knowledge in a series of incremental and almost imperceptible steps.

While not wishing to discuss here the case for or against using behavioural methods with children of average ability, it is widely held that experiments with slow-learning children have shown the superiority of learning in small steps over more "global" learning. It is assumed that slower-learning children require steps as small and as many as possible, so to try to introduce such children to a seemingly complex skill at one fell swoop would surely be damaging, if not dangerous practice.

It is true that children with more severe learning difficulties are unable to see one step in relation to other steps or in relation to the whole, and for such children, reversal of the direction of present step by step teaching strategies would indeed be pointless. However, it has often been shown that even slower learners who are made aware of the ultimate learning target or aim, demonstrate a higher level of motivation and improvement in "on-task" behaviour. It may therefore in some cases be only fair to give such children at least the opportunity to try to organize their learning strategies to comprehend a relevant and meaningful, if somewhat complex, skill in their own, possibly unorthodox way.

There is certainly no agreement as to the precise order in which mathematical concepts should be taught for even such a fundamental skill as counting – witness the numerous different "concept trees" published in the last ten years. Nevertheless it might be argued that at least step-by-step teaching enables the teacher to know exactly which stage each child has reached in his or her learning; however this is an illusory benefit if such steps are not inherent in the child's natural learning route for the topic. Indeed some would argue that the end-result of learning is the only issue of importance, not how the understanding of a particular skill or concept was acquired.

Our desire to monitor a child's thinking should not justify the adoption of a methodology which enables a teacher to cope successfully with a large group, by effectively slowing some children down. Rather, we should be searching for a means to exploit the admittedly frightening possibility of thirty individual minds each taking a different route to its chosen goal. Children compelled to complete each step by painful step before being



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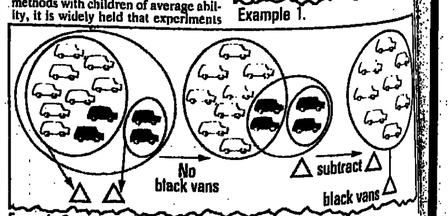

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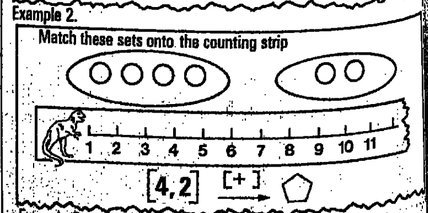

Example 3.

Step *this* way

continued

allowed to reach their goal are like pilgrims on an enforced penance, crawling on their knees to a holy shrine, before being allowed to receive the tablets of wisdom.

The intention of the current approach to teaching maths is not, of course, to make life more difficult for the learner – rather the reverse. But, although learning a skill by a carefully programmed sequence of steps may be efficient in the short term, learning it in your *own* way equips you to tackle the next learning task in a still more efficient way – and children need to make mistakes if they are ever to learn.

Many published maths schemes are designed to merge each step so imperceptibly with the following one that the learner may not realize that he *is* learning, and if the pesentation is lavishly festooned with comic-strip characters, it may even fool children into thinking that they are merely playing a game. At it's extermes, this presentation tends to what can only be described as a form of occupational therapy, or at worst as two-dimensional glammery designed to absolve the learner from the responsibility of exercising his or her own intelligence.

In many cases the most demanding aspect of the work presented is to determine just what one is supposed to do with the various symbols on the page, often an organizational skill far in advance of the mathematical content it purports to convey. See the examples below, one of which was studied by a headteacher, a special school teacher and a secondary school teacher all taking an Open University course in developing mathematical thinking who took several minutes of discussion before deciding upon the correct answers. Perhaps readers know of other examples!

The practical implications of adopting such an alternative view of mathematical learning would of course be enormous. Present primary text-book arrangements of topics effectively disrupt any continuity of ideas and therefore militate against the motivation of a child towards a clearly defined goal.

A scheme based on a "tell it like it is" philosophy would need to state plainly within each topic section what it was the learner was expected to learn (e.g. how to measure accurately with a ruler; how to add any two numbers less than 100 etc). Resource materials and practice exercises would need to be provided in the most appropriate form to enable children to use and develop their intelligence in planning their own learning strategies, perhaps ignoring some proffered "steps" but asking for additional information when necessary. Telling children the final goal is not a form of cheating, it is the way we as adults like to learn; it is plain, common-sense learning.

Probably the development of modern step-by-step teaching of maths has always seemed a paradigm of pedagogical excellence and it is difficult to imagine how one could teach in any other way. But if we sometimes told children in their own languages and terminology exactly what it was we wanted them to learn, then we might be surprised to find them learning it in their own way. Possibly this would mean introducing many mathematical topics at a later time – when children can understand the meaning and the purpose of the skill – but more time could then be devoted at an earlier age to showing children how to exploit their intelligence in any given learning task (for example through simple puzzles or games of strategy).

This, then, is not a reactionary call to ignore the substantial contribution which research has made into mathematical education during the last twenty years. I am suggesting only that the presentation of a meticulously-programmed sequence of steps leading from "lower" to "higher" order concepts is not always the most efficient long-term teaching strategy. Rather we should consider *all* the evidence with open minds, and not look only at those learning experiences which fit in with our preconceived ideas of how children *ought* to learn maths.

David Womak is a part-time lecturer in mathematics education at Manchester Polytechnic and a teacher of EFL.

The multicultural dimension

by George Joseph

Multicultural education should aim at reducing the widespread Eurocentric bias found in the production, dissemination and evaluation of knowledge in general. Any anti-racist strategy should address itself to the question of its effectiveness in confronting the devaluation of non-European cultures that this bias produces and the unconscious racism it promotes.

The need for a multicultural dimension to mathematics education may be examined from two different vantage points. At one level, how can one eliminate the unconscious racism that underlies the popular view that Europe and her cultural dependencies (USA, Australia, etc) have had a monolopy in the creation, spread and acquisition of scientific knowledge, starting with the Greeks. It is to history that one should look for an antidote for this form of Eurocentrism.

Yet little is gained from introducing the history of mathematics in any formal way into a school curriculum, though a historical awareness of the development of basic mathematical concepts should be part and parcel of a teacher's armoury. It is, however, difficult to find institutions offering courses or books which do not subscribe to the view that mathematics developed from the Greeks to the present day, only interrupted for a few centuries by the so-called Dark Age.

Contributions of Arabs, Chinese, Indians, Mayas and Persians are either ignored or mentioned cursorily. There is little excuse for such blinkered ethnocentrism today with the easy access (for anyone interested) to Joseph Needham's massive seven volumes on Chinese science and the increasing volume of research in this area by Indian and Islamic historians of science.

There exists opportunities at the classroom level to show how pursuit of mathematics has always been a worldwide phenomenon. A few examples to illustrate this point. Pascal's triangle makes its first appearance in a Chinese mathematical treatise, *Szu-yuan Yu-chien* (The Precious Mirror of the Four Elements) about 300 years before the birth of Pascal. Ch'in Chiu-Shao (AD 1247), in a detailed exposition on the solutions of simultaneous equations and other equations of higher degree, used Horner's method 500 years before Horner. Solutions of infinite series for trigonometric functions and the derivation of the series and rational approximation for $\pi/4$ are reported as standard results by Nilakantha about 200 years before the latter was derived in Europe and named after Greogry.

The word "algebra" originated from the first word of a book *Al-jabr w'al Muqubala* whis was written in AD820 by Al-Khowarizmi, the most famous of the Arab mathematicians during the period of the Islamic Renaissance. Al-Khowarizmi also produced an early version of what has come to be known as Dienes teaching apparatus for solving quadratics which enjoyed such a vogue in schools in the 1960's. And it is quite possible that what is at present taught in A level classes as trigonometry would be very different if the tenth century Arab mathematicians had made a different choice: they were aware of both the Indian use of half-chord (from which derives the present sine function) and the Greek use of full chord. They chose the Indian method and developed it further.

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EXTRA

The multicultural dimension continued

Such examples can be multiplied, but they illustrate the point that awareness of non-European heritage of mathematics could serve not only to enliven lessons but to increase the knowledge of and respect for other cultures represented in Britain.

There is a second side to a multicultural approach to school mathematics, and that is multicultural inputs into certain topics in the mathematics curriculum. Only a brief indication of how this can be achieved in three areas is given below.

Counting and measuring are the first and probably the most useful activity that we are introduced to in schools. Yet to know how to count does not mean being able to manipulate the numbers one counts with. Fingers – the most accessible of abacuses – lend themselves easily to the creation of different counting systems. One can move, using each hand, from counting finger tips (1 to 5) to counting finger joints (1 to 15) to a still more complex system used in China where the three faces of each finger at each of the finger joints can represent numbers one to nine. If in addition, with the Chinese system, each successive finger indicates increasing power of 10, a hand offers a highly economical way of representing numbers up to 100,000. A comparative study of different methods of counting and the numerical systems that have grown up to accomodate them could lead to a greater understanding of our own system.

To illustrate, the Mayas of South America developed a positional system even more concise than our own by using only three symbols – a dot, a dash and a shell shape to represent 1's and 5's and 0's respectively. This system was in use for over 1,000 years before the Hindu-Arabic numerals had arrived in Europe to gradually replace the cumbersome graphic system of the Romans.

The Mayan system had other interesting features. Numbers higher than 20 were written in columns to be read from bottom to top. So that 186, for example, would be written as ···· in the top row to represent 9 sets of 20 and ‿ in the bottom row representing 6. Compared to the Roman way of writing this number (CLXXXVI), it is clear that the Mayan system was less cumbersome and more efficient in arithmetical manipulation, but was incapable of achieving the enormous efficiency obtained by the place value conventions of our numerical system. A useful exercise would be to carry out a comparison between different numeral systems taking the Mayan system as a point of reference.

A second example Vedic mathematics is particularly relevant these days with the increasing use of calculators in schools. The tedium associated with numerical computations is becoming less important, but coming to the fore is the need for greater conceptual understanding of the "shapes" and patterns of numbers.

The Vedas are among the oldest scriptural writing in the world, dating back about 4,000 years. They contain not only instructions and guidance in religious or spiritual matters but discourses on subjects such as medicine, diet, handicrafts and mathematics. Shankarcharya of Govardhana who provided commentaries on the 16 sections (or *sutras*) of mathematical aphorisms claimed that the Vedic methods not only reduce the period taken to acquire basic mathematical skills but are an easier and more enjoyable way of learning mathematics, particularly for school children of average ability.

A detailed exposition of Vedic mathematics is not possible here. But if one concentrates on arithmetic, the underlying rationale of Vedic methods is first to discover the rhythmic patterns and individual shapes of the nine natural numbers, and then use the "visual" pictures to carry out quite complicated arithmetical operations. Considerable emphasis is placed on the ability to carry out these operations mentally and devise short cuts to lessen the load of calculations. The use of binomial expansions for squaring, cubing and quadrupling large numbers is a case in point. From personal teaching experience, the quality of "magic" that surrounds Vedic methods can bring to a number of children a satisfaction in achievement and a more profound sense of numbers.

A third and final example of multicultural input into school mathematics is the use of geometrical art designs from different cultures. There are cogent reasons for having a spatial component in school mathematics. In work situations (eg laying, dress designing), day-to-day activities (eg putting up shelves, parking cars) and in the appreciation of physical environment, awareness of spatial relations are important. Further, in essential element in mathematical thinking is an intuitive grasp of spatial properties. Difficult notions of pattern, symmetry, transformation and equivalence can be concretised by exploring different designs, starting with simple *rangoli* patterns – floor decorations during festive days in the number of Hindu and Sikh households – and moving on to Islamic art designs which provide more varied and complex illustrations, including a multiplicity of geometrical shapes with their properties. African network patterns found in designs on wood and mats among different groups, could provide a useful introduction to a fascinating subject.

Dr G Joseph is a lecturer in the Department of Econometrics and Social Statistics at the University of Manchester.

A matter of principles

Peter Kaner explains how he developed the Integrated Mathematics Scheme

Although my best-known work is the Schools Council MMCP, (Mathematics for the Majority Continuation Project) I have been working for the last five and a half years on designing, writing and developing a collection of materials called the Integrated Mathematics Scheme which is for the full ability range of children aged 11 to 16. I will therefore devote most of this article to explaining the Integrated Mathematics Scheme and to indicating the principles on which it was constructed. There are links with MMCP, first and foremost through the fact that I was director of MMCP and initiated its particular qualities. Secondly, the experience gained from developing MMCP had a profound influence on the way I chose to develop my second major project (IMS).

Between the two projects I worked as Inspector of Mathematics in the Inner London Education Authority, with responsibility for mathematics education in some of the most deprived areas of Britain. This experience also had a profound influence, and in some ways tempered the curriculum development aspects of writing new material. It taught me that no change can succeed which does not take into account teachers' habits and preferences and which is not seen to help teachers in the pursuit of their own aims. Developments must also give due weight to the real working conditions of teachers and to the attitude of children who are the ultimate customers in any curriculum proposal.

The unique features of MMCP: to my mind the MMCP project had three remarkable properties which made it interesting. These were,

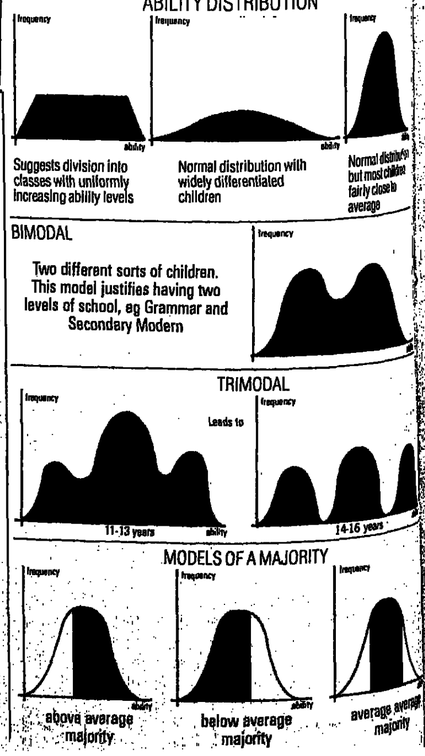
- The use of the teacher as a curriculum development writer and originator. The whole project was based on this principle.
- The emphasis on the relationship between mathematical ideas and the infinitely interesting world of nature and of human activity. Mutually complementary, these aspects were presented in a way to enhance experience for less academic children.
- The particular emphasis given to the appearance of the materials; its visuals and design from both a functional, pedagogic standpoint and from the points of view of providing visually satisfying materials for children.

To understand the problems confronting a professional writer of mathematics books it is necessary to realize that mathematics education is a response to social and economic forces as well as a simple wish to pass on our own culture to the next generation. In British current mathematics education there are considerable pressures for change. We have had the Cockcroft and Munn and Dunning reports from government committees which have taken a careful look at mathematics in secondary schools; we have had a reaction against the excesses of modernization and we are now commencing a restructuring of our examination system at 16 years. In addition, there are the phenomena of a declining school population, unemployment and the challenging growth of technical and vocational education. On top of all this, there are profound changes that are to be produced by the calculator and computer. It takes nerve to commit oneself to writing at a time like this as many questions are unanswered and challenges unresolved, but it is clear from the wide response to my new materials that teachers expect someone to undertake this work on their behalf.

In writing for a wide ability range of children one has to take a view of how these abilities are really distributed. The combined data which result from mathematical testing can tell a great deal more about tests than about the realities of intelligence. Children have a disconcerting habit of contradicting the statistical predictions on an individual basis which makes one wonder about the *underlying* intelligence of all human beings. It is obvious that children (and adults) display totally disproportionate amounts of intelligence in different activities. For example, the worst academic performer in my school turned out to be the best business man of us all, and it is hardly surprising that, apart from extremes, we cannot predict ability of performance with any real confidence. One's choices, therefore, become a matter of *selecting* a model that corresponds to ones convictions and trying to *reduce the dependence* of ones material on the model chosen because it is bound to be uncertain.

The visual representation of such models is shown in the diagram. Even if one accepts some sort of a normal distribution of ability, it is still possible to make different choices for majorities and it is important to realise that such choices are not based on knowledge but rather on preference. Further, the purpose of writing IMS, however, I chose the typical "average" using majority for the basis of my construction of material, with the following limitations in mind.

- The material should be broad based so that children do not become constricted by my choice of material, which is based on an estimate of their ability.
- All children should be encouraged to see themselves as having high potential.
- It should be a *very simple* matter for interested pupils to be given more challenging material.
- The extremes should have special attention within the scheme.
- The choice of organization in a school should have the minimum possible effect on the course content.



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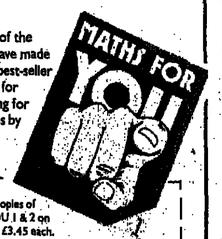

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EXTRA

A matter of principles continued

Early decisions: Having decided to develop a new mathematics scheme, I had to take a number of decisions early on. The material would have to make its own way commercially as public funds can no longer be found for large curriculum development projects (except in certain fields such as microcomputing), so the first important decision was that I had to leave my job as a London inspector and to survive by liaison with a publisher. This proved possible. I also decided to write all the material myself, with the exception of the material for specially gifted children. This decision was based on two important factors. First, committee decisions are always compromises and usually the most exciting innovations have to be dropped and second, my experience in writing was probably much greater than could be found in any teacher willing to join a team. I also believe that a textbook *can* establish a relationship between the writer and the students using it and that they will benefit from continuity and consistency of writing style. The material for gifted children was written by the distinguished mathematics author and educator, W W Sawyer, who has a worldwide reputation and produced an outstanding collection of problems for these particular students.

The next decision was to determine the degree to which the electronic calculator should be an integral part of the scheme. Although some people were hesitant in 1979, I decided to emphasize calculator use from the age of 11 at the expense of training in traditional arithmetical skills, leaving it to teachers to redress the balance if they thought it was necessary. My chief motivation for this was to allow children to make a clean break from any arithmetical failure in the primary school and to give them straight away the precision calculating tool to use in school mathematics and in other subjects as much as possible. Fortunately my point of view was partially supported by the Cockcroft Report and was soon to be strongly supported by the evidence of the children's morale on using IMS.

The next decision involved the structure and organisation of materials in the course. You might think it curious that this decision came *before* the next, which is about the actual curriculum content. On reflection, however, it is clear that the professional textbook writer and publisher work within constraints as far as content is concerned. The content is set by public bodies such as examination boards, university entrance requirements, etc. to quite a large extent, and on these grounds the demands of the market must be fulfilled or the publication is bound to fail. I decided to produce a structure that reduced to a minimum the effect of organizational variations in schools. Thus the materials should fit mixed ability teaching as well as setting and broad band streaming, and should have sufficient flexibility to allow schools to change their modes of organization without disrupting learning objectives.

Content of the mathematics curriculum came next, and my decision was to attempt to blend traditional and modern mathematics in a way that would preserve the concrete, applied mathematics most easily appreciated by average pupils, while still keeping some emphasis on abstraction and structure which are the essence of contemporary mathematical activity. The materials should also stimulate the spirit of enquiry in all pupils and build confidence in the mathematical way of thinking as a realistic problem-solving strategy. These are very high-sounding ideas which are not easy to achieve, as any of the reforming mathematics projects would have to admit.

The exact nature of the IMS materials and the response so far are clear consequences of the early decisions taken in 1979. In many ways, a committee of mathematics educators could have taken the same approach, but they would have taken a lot longer to arrive. It is of interest that the time scale of the Cockcroft Committee's deliberations coincided with my writing timetable, so that Bell & Hyman, our publishers, were able to launch a post-Cockcroft Mathematics Scheme about one month after the publication of the Cockcroft Report.

This article is part of a lecture given by Peter Kaner at the Max Planck Research Institute, Berlin, on July 3, 1984. Further information about IMS can be obtained from the publishers, Bell & Hyman Ltd.

Viewing-doing and doing-viewing

Review by David Kent

How often do we condemn the role played by television in the lives of our children, appalled, perhaps, by their ability to mindlessly watch whatever happens to be on? It is also the case that television can offer children a range of experiences which would ordinarily be well out of their reach. As such it must have some considerable educational value.

David Womack has produced a report of his findings while he was the holder of an IBA Research Fellowship at the Department of Education, University of Manchester. The aim of the research was to examine the role of television in the gaining of early mathematical concepts, particularly for slow learning children. The report makes some comments on the effectiveness of the television as a mathematics teaching resource, which should prove to be of value to programme producers, classroom teachers and general educators.

Mr Womack is quite right in pointing out that the evaluation of the effectiveness of teaching through the medium of television is part of a larger problem. Namely the one of how we assess and measure the effectiveness of *any* classroom teaching, and of the difficulties in constructing adequate research frameworks in education. But it would be wrong to dwell on this issue in such a short review.

The report is written in four parts, the third of which is the one that may be of most value to practising teachers. In this part, Mr Womack compares the effectiveness of two different classroom uses of mathematics television programmes. He defines the first mode as "Viewing-Doing" in which the teacher's lesson is a follow-up to the television programme. The other mode he defines as "Doing-Viewing", where the television programme is used as a supplement to follow a prepared lesson.

It is the former, "Viewing-Doing" which proves to be the more conventional use of television in primary schools. However, according to Mr Womack's inquiry, admittedly a small scale investigation, it is the latter or "Doing-Viewing" which seems to lead to more effective learning. Mr Womack argues this may be because children's habitual viewing is of an undemanding nature and this creates an attitude or expectation which they bring to school viewing. They have a generally different attitude towards a teacher demonstration, for this usually demands that there will be some action on the part of the children.

The growth of the video recorder makes "Doing-Viewing" more realistic these days. Also Mr Womack's findings suggest the need for more television programmes designed as follow-ups to teacher generated lessons.

Part one of the report deals with the primary television mathematics programmes available during 1980–81. As well as providing a brief description and appraisal of each of the five series *1, 2, 3 . . Go*; *My World*; *Maths in a Box*; *Leapfrog* and *It's Maths*, there are some rather nice, volunteered comments from teachers and children.

The second part of the report is concerned with the views of teachers on the mathematics programmes. These were obtained through questionnaires and have been presented in a very easy to read, tabular form. There are many interesting results and comments, not the least being the one that summarizes the reasons for *not* viewing a mathematics series. For

continued

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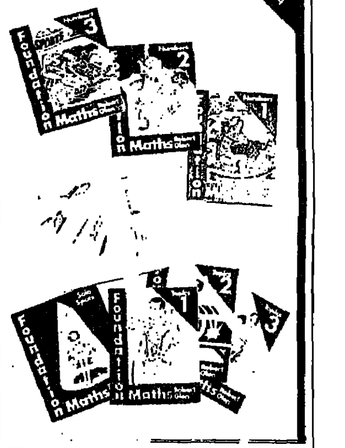

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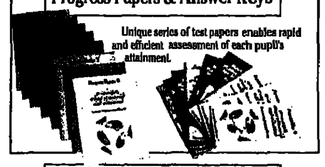

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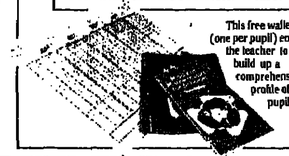

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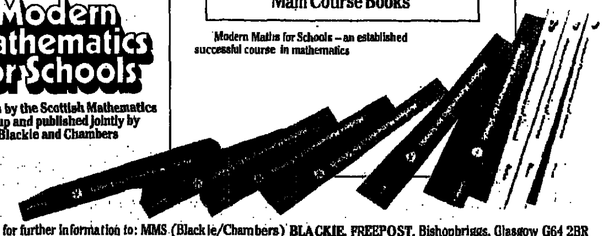

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EXTRA

Viewing-doing and doing-viewing

continued

many it is the usual problems associated with organization.

The whole report has a particular reference to slower learning children. It is thus fitting that a good proportion of the final part – a conclusion – relates to such children and their needs. However, there are some useful comments made by Mr Womack which should act as reminders to all. Perhaps the most important for me is his view that television is *least effective* when it attempts to do what can be done better by the teacher in the classroom. This remark has implications spreading well beyond television into all aspects of modern technology. I am thinking here of videos, tape recorders, calculators and particularly computers. I would like to think that there will be an increasing amount of research into the most effective uses of all such hardware.

David Womack's report is hardly likely to become bedtime reading for the rank and file of the teaching profession. But that is not a criticism of either the report or the teachers. Those who do care to invest their time in it will find the report quite readable. The statistics are easily presented or placed in appendices and there are many comments, opinions and conclusions of value.

Perhaps the true worth of this report will be measured in terms of what other research it provokes into the most *effective* use of television (and other technology), and in the help it might provide the producers of programmes.

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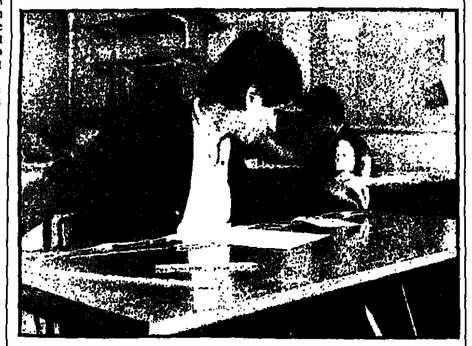

In September 1982, the panel of the Cambridge Area Heads of Mathematics Departments voiced a determination that the recommendations of the Cockcroft Report about the teaching of low attainers in mathematics should be put into operation in their own schools.

They started by searching out schemes which were in operation in other l.e.a.s. The Hertfordshire Achievement Scheme seemed to coincide most closely with the needs of Cambridgeshire; although it pre-dated the publication of the Cockcroft Report, it emphasized the importance of *success* and *motivation* for low attaining pupils. If pupils are given tasks which show what they can do, rather than what they cannot do, they then gain a new confidence in their own abilities. Furthermore, when those pupils begin to experience success, it *gives their teachers fresh confidence to* try different ideas and to experiment with new teaching styles.

As a result of this investigation, a subcommittee, known as LAMB (Low Attainers in Maths Body), decided to devise a local achievement scheme. It would emphasize the importance of success and motivation, and its syllabus would be based on the foundation list laid out in the Cockcroft Report. It was also intended that other Cockcroft recommendations should be put into action with low attaining pupils. These included an increased use of practical, mental and investigational work. LAMB linked the areas of mathematics teaching which they wished to emphasize to testing structures, and decided to devise a set of achievement tests under the following headings:

- Foundation mathematics
- Mental arithmetic
- Calculator skills
- Practical skills
- Work units

In late 1982, LAMB began devising syllabuses and developing tests for the Cambridgeshire Mathematics Achievement Scheme (CMAS). Further details of these tests are:

Foundation mathematics: The foundation mathematics syllabus was based on the Cockcroft foundation list, and is assessed by means of written tests. The foundation list has been split into four levels, labelled A, B, C and D (A is the easiest). For pupils to succeed at a particular level, they must achieve scores of 75 per cent or more in three different tests on different occasions. Each test can easily be completed within a single mathematics period.

Mental arithmetic: Two levels have so far been set up. Level 1 is based on the work included in Levels A and B of foundation mathematics, while Level 2 mental arithmetic is based on Levels C and D. Again, a pupil must obtain 75 per cent on three different tests. Each test takes approximately ten minutes.

Calculator skills: This section has a similar format to that of mental arithmetic. Levels 1 and 2 are assessed by written tests which require the pupil to use a calculator to work out the answers. Again, a single period is sufficient for each test.

Practical skills: Two levels have been constructed. There was little previous experience or research available which would have enabled practical skills to be graded in order of difficulty. Hence, it was arbitrarily decided that each task set at Level 1 should embody a single skill. Level 2 tasks require the pupil to use a composite of several single skills. The single skills tested at Level 1 include counting, weighing, measuring, reading tables and estimation. For example, the Level 1 *weighing* task is:

1. Use the balance (no weights are provided) to find which is the heaviest of five containers which are similar in appearance.
2. Place the containers in order of weight from heaviest to lightest (the balance is still available).
3. Weigh one of the containers on the kitchen scales.
4. Weigh a suitcase (roughly 20 kg) on the bathroom scales.

To pass the Level 1 practical test, a pupil has to complete all the tasks in that test within an acceptable degree of accuracy.

Work Units: These projects are designed to show that a pupil has worked at an extended piece of mathematics for approximately 15 hours. The mathematical standard of this part of the pupil's work is less important than the effort and continued commitment that the pupil shows. It is intended that the investigations, problem-solving and application to everyday situations which each pupil should undertake (see Cockcroft para. 243) will be incorporated into work units.

The certificate which will be awarded to successful pupils has been endorsed by Cambridgeshire Education Authority, and consultations with local employers are under way. The minimum requirements for the award of certificate are passes in all four of the following: Level A in foundation mathematics; Level 1 in mental arithmetic; Level 1 in practical skills; Level 1 in calculator skills, together with the completion of two work units.

Tests can be taken at any time during the fourth and fifth years, and a pupil who is unsuccessful at passing a level may take further tests at that level.

Further Work. The local Mathematics Inspector, Mr R J Stone, made it possible for two members of LAMB to be seconded to Homerton College as teacher associates for the 1983/84 academic year. The aim of the associateships was both to support the CMAS and to investigate other local and national initiatives concerned with low attainers in mathematics, so that this knowledge could be directed in supporting the local scheme.

Sue Hill and Mike Cullen were selected to take up the associateships. Their first task was to visit all heads of mathematics departments in Cambridge, and to seek out schools in which "good practice" was already in existence. The results of this survey were not very encouraging, but made clear the directions in which work was needed.

Few departments yet had enough suitable material and resources; many teachers realized that these pupils needed a more practical style of work in mathematics, but as well as needing more suitable resources, lack of confidence, the difficulty of changing an established teaching style, and the fear of disruptive behaviour when pupils were not sitting at their desks resulted in many pupils either being given a watered-down academic curriculum or subjected to a diet made up solely of the practice of arithmetical skills.

The next step was to try to help colleagues develop their teaching methods. Five approaches were used.

Practical skills: To help teachers administer the practical tests in the classroom, suggestions were made about how pupils could carry out the practical skills tasks. It was found that the best arrangement was for an individual pupil to work on the tasks which needed little teacher intervention, at the side of the room, while the teacher and the other pupils continued with other work. To help teachers with this style of organization, a video was produced which showed a fourth-year pupil from a bottom set working on the tasks; the teacher was able to work with the rest of the class. To help acclimatize pupils to the idea of practical tests, the associates devised a "circus" of tasks which could be used by a whole class; it was then expected that this circus would help teachers to introduce the tests of practical skills.

Individual work for Foundation Mathematics: The four foundation mathematics levels are arranged so that pupils can develop at their own rates, and so individual or group teaching needs to be used for each aspect of the work. A small number of pupils may only gain a Level A pass before they leave school, whereas pupils at the top end of the ability range of low attainers" some pupils will be able to complete Level D. Pupils are placed in low mathematics sets for a variety of reasons, not all of which are based on very low ability; if a pupil becomes highly motivated and shows an ability to progress to external examinations, then it is hoped that in the future CMAS will be able to extend its levels upwards.

Group work on Work Units: There is no necessity for work units to be carried out by individuals working alone. If the class teacher decides that group work would be better for the pupils, then this is quite acceptable and can be encouraged within the CMAS framework. It is suggested that a work diary should be kept, to show the contribution of each member to the group.

In-service work: Eight more Cambridge Area schools will join the CMAS scheme in 1984/85, and INSET provisions have been arranged to demonstrate to teachers who are new to the scheme both the structure of assessment and the different teaching approach which is needed.

The Resource List: An extensive annotated list of books and other resources for the teaching of low attainers has been drawn up for circulation to schools, and a start has been made on building up the "LAMB Library", so that teachers may use it as a central collection of resources at the Cambridge Teachers' Centre in Hills Road.

The future: Much still remains to be done. More development is needed to complete the basic structure of the assessment tests and work units. Some of this work is continuing in 1984/85 when another associate, Jane Dunn (Comberton Village College), is seconded to continue the work initiated by Sue Hill and Mike Cullen as they return to their schools.

CMAS and LAMB came into being as a result of a grass roots movement of local teachers, and soon the scheme will have grown so that almost all the secondary schools in the Cambridge area are taking part. The first batches of CMAS certificates will soon appear on the job market in 1985, and it is necessary that local employers should understand and become committed to the scheme. This work will be undertaken during this coming year.

A major problem still lies in helping teachers to build their confidence so that they can move over to a more practical style of teaching. It has been found that friendly helping hands from the associates are useful in enabling teachers to discover that chaos does not necessarily ensue from practical work. The new Education Support Grants for the provision of advisory teachers in mathematics give some hope that this aspect of the work may develop in future years.

For the future, it is hoped that the scheme will grow upwards through the range of attainment, and facilitate the introduction of a more suitable mathematics curriculum for many pupils above the present "bottom 25 per cent". At present, too, LAMB is working only on the curriculum of the fourth and fifth years of the secondary school. "We are only fire-fighting", Sue Hill said the other day. The most important task is to prevent the rot from breaking out in the first place, by ensuring that children in the first few years of the secondary school have begun to find mathematics a difficult receive more appropriate mathematical experiences.

Mike Cullen, Cottenham Village College; Sue Hill, Comberton Village College; Hilary Shuard, Homerton College, Cambridge.

EXTRA

Possible pitfalls in being too practical

David Bell questions the assumption that activity equals learning

A cursory glance at the most recent primary mathematics' schemes would demonstrate a move away from a computation based approach to a more mathematical or "practical" approach. Some schemes now boast proudly that the basic concepts are taught from a mathematical as opposed to an arithmetical base, although precisely what this means is not always clear. The only large group of schools that maintain a formal, computation based approach are the private prep schools and for this some of them have come under fire from the Inspectorate.

Yet, there is a need to examine some of the grander claims of this "new" method, for many schemes are almost totally based on so-called "practical" activities, and it could be that this has happened without any real justification beyond an ill-defined view that this is somehow more relevant. To do this is not to defend a perpetual round of number crunching, but to examine whether the mathematical education of primary children is fulfilling the expectations many people now have of it.

Most of the more modern schemes have widened the scope of the work covered, moving right across the whole field of mathematical knowledge. On the surface, a lot of activity is involved, the intellectual justification often being provided by the work of Piaget and more recent psychological research. Children will now cover a whole range of activities in shape, involving some highly complex geometrical concepts. Measurement, too, is seen to provide many opportunities for children to pursue their own discoveries of space and time. Even algebraic ideas are introduced quite early on. The perfect primary classroom nowadays would seem to be full of children busily involved in the development of their mathematical understanding.

Yet, at the heart of all this emphasis on practical activities seems to be a confusion. It is quite clear that practical activities are absolutely vital in developing the ideas of number in infant school children. So the ubiquitous unifix blocks are manipulated in a number of ways, in a whole variety of situations to teach all the main operations of number. It is only after this has been done, that children will formulate their understanding on paper. However, this approach has been taken and applied across the whole field of mathematical activities with the underlying assumption, activity equals learning.

However, the degree of abstraction is considerably greater. Take shape as an example. Some of the building and collapsing of shapes involves a degree of mental agility that not all adults possess. Certainly, there is plenty of activity but very often the underlying concepts are found to be well beyond the average children. The same is true of some of the more esoteric activities in measurement, which on the surface look good because there is much hustle and bustle with weights, scales and metre sticks. The related point is the criticism frequently made of having to do pages and pages of sums. Doing a whole lot of activities might look good, but very often it is no more than a whole lot of repetitious tasks. This is highly questionable in an already crowded curriculum, and just as pages of sums became ends in themselves, much of the work that passes as practical mathematics is open to the same criticism.

Quite clearly then, there is a need to redefine a functional mathematics programme for the primary curriculum. This should not be confined to the place of mathematics *vis a vis* other subjects, but should also include an examination of its internal content. The demand for practical activities would seem to have led up a blind alley. There has to be a re-think of what actually constitutes a practical activity based on the work done in infant schools, rather than the pseudo-mathematics of the junior school. Fundamental to this would seem to be a restatement of the unfashionable view that arithmetical concepts remain central and are infinitely more valuable to primary school children than abstract mathematics. Before the accusation of obscurantism is hurled, it is necessary to repeat that this will be in the context of practical applications of number, using these to relate, as far as possible, to day-to-day activities. Naturally, this will involve even greater emphasis on the language of number. If this degenerates into pages of sums, then it is useless, as a quick check on the understanding children have of place value will prove.

Greater use has to be made of problems and problem-solving situations, involving money and time, the greatest use of which we put our

understanding of number. Calculators too, have to be taken more widely on board as a useful tool. This should be the emphasis rather than unnatural mathematical games. Weight, height, length, shape etc. will all have their place in the context of needing to know, without fooling people into believing that they are central to mathematical education.

The effect of all this would be to *reduce* the amount of time spent on mathematics and arithmetic. Yet, even the Inspectorate say that that would be no bad thing. This leads on to the implications for mathematics, *vis a vis* other areas of the curriculum. It might be a controversial point, but it probably would be worthwhile to devote some of the "excess" time to science and technology, provided that it too was not based on a whole lot of abstract and irrelevant ideas. Although the subject here is mathematics, it does illustrate the need for a radical re-think of the primary curriculum. To use "modern" models might not be as appealing as first thought, if events in wider society have overtaken the designers of such models. It is this which makes primary education such a frustrating, but ultimately exhilarating area to work on and it is up to the mathematicians to face the new challenge.

David Bell is a teacher at Cuthbertson Primary School, Glasgow

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EXTRA

Does it have to be boring?

asks Michael Cornelius

Most mathematics lessons in secondary schools are boring and a waste of time (ask the pupils!). The problem is undoubtedly not peculiar to mathematics but, given the weight and intensity of work done over the last 25 years to reform and enliven school mathematics, the current state of affairs is acutely disappointing.

Successive reports, both official and unofficial, have sought to encourage teachers to present mathematics as an interesting, exciting, and, above all, relevant subject. Institutions training teachers and running in-service courses have tried to send enthusiastic missionaries into schools.

Alas, the reality of today's classrooms is a situation where most pupils hate and "can't do" mathematics. Often a newly-qualified teacher or a teacher returning from a course will go into a school bursting with bright ideas, only to discover stubborn resistance to change from senior colleagues.

"We've got to get through the syllabus", they will say. "Parents won't like any new-fangled stuff. Pupils aren't used to that." And from the children themselves; "Please sir, this isn't like the maths Mr. James used to teach us."

Excuses for not trying to enliven school mathematics abound. Perhaps the reasons for lack of enterprise include lack of confidence in teachers; examination pressures; teacher incompetence; teacher laziness and a general all-round reluctance to change anything at all even when the present system is clearly not working successfully.

The most frequently quoted paragraph from the Cockcroft Report (paragraph 243) says: "Mathematics teaching at all levels should include opportunities for: exposition by the teacher; discussion between teacher and pupils and between pupils themselves; appropriate practical work; consolidation of fundamental skills and routines; problem solving, including the application of mathematics to everyday situations; investigational work."

A fairly crude analysis of more than 100 mathematics lessons given by students on teaching practice in secondary schools produced the following:

skills/routines	40 per cent
exposition	35 per cent
copying notes	10 per cent
non-teaching activity	6 per cent
practical work	5 per cent
problem solving	3 per cent
investigational work	1 per cent

The results are disappointing even boring lessons. On the basis of the lessons observed, a typical 50-minute period would be:

Exposition	20 minutes
Copying Notes	5 minutes
Working examples on card	10 minutes
Exposition (usually answers")	10 minutes giving "5 minutes

Tomorrow's lesson will be the same pattern as today's.

If a school has adopted a "SMP card" system, there will be 90 minutes of solitary work by each pupil, with desperate attempts to attract the teacher's attention when necessary. It is not uncommon for a conscientious child to do virtually nothing but the workcard lesson through in order to catch the teacher's eye. I have often observed pupils with their hand up, patiently nearly an hour (or queueing at the teacher's desk) only to have the bell ring when their turn eventually arrives, so they would have had to start the waiting process all over again the next day.

It is easy to criticize, much harder to be constructive. However, given that the Cockcroft Report paragraph 243 headings appear to have met with universal acclaim, how about a new mathematics teacher trying to organize his or her lessons over the next month to find out how far the teaching contained opportunities for the activities listed? Such a personal exercise would surely be useful for the individual concerned.

Michael Cornelius is senior lecturer in Education, University of Durham.

The best spot for a try

Although mathematics may seem set in traditional mould forces for change are just below the surface Owen Surridge reports on the Spode group

Strong undercurrents swirl beneath the placid surface of traditional mathematics teaching. They could bring about substantial changes in classroom practice. Much of their impetus stems from the Cockcroft Report, which has awakend unprecedented interest in the mathematics needs of the less academic. The new General Certificate of Secondary Education could provide the vehicle, while the nascent realism about the place of mathematics in the world suggests it will find its style in applied mathematics.

Prominent among those working to that end is Professor David Burghes of Exeter University. He is the leader of the Spode Group, made up of mathematics teachers and lecturers who feel it is time to remove the veils from their subject and demonstrate its links with real life in their teaching. This can be done, they say, by putting problems before youngsters and showing how they can be solved by using mathematics rather than the usual method of supplying the mathematical concepts and leaving the youngsters to find applications.

They feel the latter has left too much unexplained and produced too many adults for whom mathematics is inexplicable, irrelevant and irredeemably associated with youthful humiliation. The resultant hostility, born of fear, has been borne in upon more than one mathematics teacher who has been unwise enough to admit to his calling at a party.

David Burghes sees this as a failure of teaching methods rather than a reflection on the pupils, a consequence damaging for themselves and self-defeating for their teachers. "It is wrong," he told me firmly, "for more than half our kids to leave school disliking mathematics."

So he, together with the Spode Group, has produced three books* of exercises in applied mathematics for 14 to 16-year-olds. They offer clear statements of problems, simply expressed, along with solutions and teaching hints. The problems they provide are self-evidently real and associated with everyday life: drawing up a railway timetable, for example, or using mathematics of the ballot box and theories of proportional representation. Stock control and budgeting, the siting of a telephone call box and the most appropriate range of values to be provided in books of mixed postage stamps are all to be found there. Even Rugby football players get a look-in with a problem showing how mathematics can be used to select the best spot for a try.

This reflects David Burghes's view that mathematics should be seen to be a practical activity. "We must not pretend that mathematics is an all-important activity for young people," he told me. "Mathematics is only indirectly useful for children in schools. The important thing is to teach attitudes, to show that even very simple mathematics can be used to solve problems."

The view coincides with that of the Cockcroft Committee, which also pointed out that the real (but frequently unrecognised) difficulty for many pupils lies in translating problems into suitable mathematical terms. It commented on the advantage of starting from situations within their own experience and observed that many youngsters would need to preface practise with a lot of oral work and discussion before their understanding was sufficiently advanced for them to start tackling problems on paper.

Although the Spode Group's views dovetail neatly with the Cockcroft Committee's conclusions they were reached independently during a series of week-end meetings at Spode Priory, a Dominican monastery near Rugeley, Staffordshire. They concluded that school mathematics teaching were best divided into two courses: a basic course for all pupils, dealing with fractions, percentages, mental arithmetic, the 24-hour clock, graphical representation and other simple mathematical ideas; and an optional advanced course for those wishing to get involved in creative mathematics.

Since most pupils would probably stop at the basic course they reckon the scheme would relieve pressure on mathematics departments and, through consequent time-saving, allow the latter to make mathematics more relevant and interesting and the culmination of these exhortations in the Cockcroft Report's suggestions.

Looking through mathematical journals, the above findings at first sight present a contradiction. The journals are full of accounts of exciting work done by teachers: investigations, real life problems, projects . . . The small core of enthusiasts who *do* seek to make the mathematics classroom a livelier place must represent a tiny proportion of mathematics teachers. The typical teacher not only fails to try to adopt a wide range of activity in the classroom but does not read articles in journals either (let alone write them!)

Often, for timetable convenience, secondary schools have "double" periods for mathematics lasting up to one and a half hours. Such sessions would be welcomed if teachers were to spend the time encouraging pupil activity through investigations etc, but in practice this rarely occurs and the result is a series of endless, long, investigation into mathematical teaching practice, a discussion of the role of heads of mathematics departments, the place of microcomputers and calculators in schools, methods and assessment, the concept of structure, iteration, invariance and modelling.

So far as curriculum development is concerned, the Spode Group has prepared three more books: *Exposure Mathematics*, offering a fresh look at mathematics for young people on Youth Training Schemes and access courses; *Motivating A-level Mathematics*, a resource book of case studies; and *Realistic Applications in Mathematics* demonstrating how to use an elementary knowledge of mechanics can be put to use. The books will be published by the Oxford University Press around the turn of the year.

One of the difficulties confronting teachers wishing to explore the possibilities of applied mathematics is the business of getting to grips with the practicalities themselves, learning how to choose problems as well as the mathematics of solution. To deal with this and to provide a forum for the Spode Group has launched, in association with the Institute of Mathematics and its Application, a termly journal, *Teaching Mathematics and its Applications*, published at £6 a year by the institute from its office at Maths House, Warrior Square, Southend-on-Sea, Essex.

For funds the Spode Group has largely relied on the Schools Council, which recently won the support of the Schools Development Council, which was weighed in with £7,500, the local ern Regional Examinations Board and the Micro-Electronics Education Project. Between them these organizations have provided enough money for the year. David Burghes is well aware that, after that, more will be needed to get the group's mathematics off the ground but he need support on a larger scale and will be looking to the Department of Education and Science for this.

He is also well aware that although much of the groundwork has been prepared much still remains to be done: and that the last word will rest with the teachers. "The Cockcroft Report has opened up a debate on what mathematics should be taught, and how it should be taught," he said. "Developing new materials is only the beginning of the story. It is up to all concerned with mathematics education to actively implement the changes needed in order that mathematics in schools becomes an enjoyable, stimulating and appropriate topic of study for almost all pupils, not just for a minority."

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Application form and details (SAE) from the Head at his school. Closing date 12 October 1984 (30455) 110012

SUFFOLK

CLAYDON COUNTY PRIMARY SCHOOL
Lansdowne Way, Claydon, Ipswich IP6 0EZ
(5 - 11, Roll 280)
Required January 1985. Deputy Headteacher for this Group 5 primary school. The teacher will initially be required to take a class of junior age pupils. Previous applicants automatically receive consideration.
Forms and further details available from the Head at the school (s.a.e. please). Completed applications to reach the school by 30th October 1984. (43169) 110012

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
HIGHGATE PARK INFANTS SCHOOL
Hamilton Street, Stretford M32 8BU
Tel: 061-865 4778
DEPUTY HEAD (Group 4)
Required January 1985. Applications are invited from suitably qualified and experienced Teachers with an interest in curriculum development.
Application forms available from and returnable to the Chief Education Officer, Schools Section, Town Hall, Sale, Manchester M33 1ZF (Tel: 061-973 8253, Ext. 3132.
Closing date 15th October 1984. (30883) 110012

Scale 2 Posts and above

BARNET

LONDON BOROUGH
Required Easter or January 1985 if possible
MOUNT PARNITY CE JMI SCHOOL
Market Place, East Finchley, N2 8DD
(Roll 242)
Experienced Junior teacher to take fourth year junior class in the first instance and to take responsibility for the display of art work throughout the school. Some musical ability would be an advantage. Practising Anglican preferred but committed Christians of other traditions will be considered. Scale 2 available for suitable candidate.
In approved cases, assistance may be given towards the payment of removal expenses and separation allowances.
Application form (sae) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned to the Clerk to the Governors, Mr D.W. Smith, 17 Abbots Gardens, East Finchley, N2 0JG by 17th October, 1984. (30615) 110020

BARNSLEY

METROPOLITAN BOROUGH COUNCIL
WORSBROUGH BANK END J & I SCHOOL
Underwood Avenue, Worsbrough Dale, Barnsley S70 4AT
New Headteacher: Mr. C. Round
TEACHER (Scale 2)
Required for January 1985 to be responsible for Mathematics and outdoor pursuits in the Junior Department.
Application forms available from the Education Officer, Education Department, Sackville Street, Barnsley (SAE please) to be returned to the Headteacher at the School by 19th October 1984. (30181) 110020

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
LANGUAGE UNIT
Rosslyn Avenue, East Street, Barking, Essex
Required Jan. 1985 - PRIMARY TEACHER. Scale 2.
Applications are invited from suitably qualified and experienced teachers for this Primary post in the ESL service. The successful candidate will be based in a multi-racial Primary school where s/he should be able to teach across the full 5 - 9 age range.
An interest in multi-ethnic education will be an advantage.
Application forms and further details from the Headmistress, Mrs E. Clark (tel Barking 64004).
5 - 9 Question about Lower School
Numbers on Roll 200
Required for January 1985, an enthusiastic and energetic teacher to develop Science/Health Education throughout the School. Scale 2.
Visits to the school welcomed. The successful candidate will initially have responsibility for Science/Health Education but should be able to teach across the full 5 - 9 age range.
An interest in multi-ethnic education will be an advantage.
Application forms and further details from the Headmistress, Mrs E. Clark (tel Barking 64004).

BEDFORDSHIRE

NORTHERN AREA
CASTLE JUNIOR SCHOOL
Cauldwell Road, Bedford
Headmistress: Mrs E. Clark (tel Bedford 68004)
5 - 9 Question about Lower School
Numbers on Roll 200
Required for January 1985, an enthusiastic and energetic teacher to develop Science/Health Education throughout the School. Scale 2.
Visits to the school welcomed. The successful candidate will initially have responsibility for Science/Health Education but should be able to teach across the full 5 - 9 age range.
An interest in multi-ethnic education will be an advantage.
Application forms and further details from the Headmistress, Mrs E. Clark (tel Bedford 68004).

BEDFORDSHIRE

NORTHERN AREA
STEPHENSON LOWER SCHOOL
Jansen Way, Bedford
Headteacher: Mrs D. Thompson (Tel: Bedford 61683)
5 - 9 Question about Lower School
Numbers on Roll 220
Required for January 1985, an enthusiastic Nursery Teacher to take charge of Nursery Unit, Scale 2.
The successful candidate should be a mature person with parents in a family based Nursery unit where all the children attend on a part-time basis. An interest in Home School liaison and an ability to support mother and toddler groups is essential.
Application forms and further details from the Headmaster, s.a.e. please. (30915) 110012

BEXLEY

LONDON BOROUGH
ORLAND JUNIOR SCHOOL
Lovelace Gardens, Barnehurst, Kent
Enthusiastic new experienced teacher required for January 1985 to take responsibility for the Music curriculum throughout the School and to develop the school choir and to encourage instrumental work. Scale 3 post available for suitable applicant. The successful candidate will also be asked to take responsibility for the AVA equipment but no previous experience in this particular field necessary.
Application forms and further information available from Chief Education Officer for Schools (TE), Town Hall, Crayford, Kent DA1 4EN. (Please enclose foolscap env.) (43128) 110020

Headships

Applications are invited from experienced and suitably qualified teachers for the Headships of:-

Denby Free CE (A) Primary School
Group 2
Estimated NOR 1984

Buxton Infant School
Group 3
Estimated NOR 1984/85–179
(Re-advertisement)
Previous applicants will be considered without the need for re-application.

Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire.
Closing date: 19 October 1984. (5814)

DERBYSHIRE
County Council

Leicestershire

BURBAGE COUNTY JUNIOR SCHOOL

HEADSHIP

GROUP 6

Headteacher required April 1985 for this established school in a modern building in the south-west of the country. Present NOR 337.

Further details and application form from the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF (SAE) to be returned not later than 22 October 1984.

(6826)

EQUAL OPPORTUNITIES POLICY. Applications are welcome from suitably qualified and/or experienced people regardless of race, disability, sex or marital status.

Scotts J.M. & I. School (Roll 204)
Bonington Road, Hornchurch, RM12 5TD.
Telephone: Hornchurch 57019.
Headteacher: Mrs. D.B. Smith.
Required for January 1985, an enthusiastic

DEPUTY HEADTEACHER
Group 4
for this semi-open plan school.

Havering

Application forms and further details are available from (s.a.e. please) the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR. (6919)

PRIMARY EDUCATION
continued

BRENT
LONDON BOROUGH OF BRENT
OUR LADY OF LOURDES R.C. JUNIOR MIXED & INFANTS' SCHOOL
Wesley Road, NW10 8PP
(Roll: 365)
Required from January - Experienced TEACHER, Scale 2, (Practising Catholic preferred), to undertake responsibility for the development and co-ordination of language in the Junior Department. An interest in organised boys games and inter school/Borough activities an advantage. Candidates unable to offer the above should still apply for a Scale 1 appointment as Class Teacher of 2nd year Juniors.
Application forms obtainable from the Headteacher returnable within 14 days.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education. (30954) 110020

BRENT
LONDON BOROUGH OF BRENT
CHAMERLAYNE WOOD SCHOOL
Chamberlayne Road, London NW10 3NT
(Roll 355, Social Priority School)
Required from January 1985 - INFANT TEACHER (Scale 3) for Home/School Liaison. Visits welcome.
GLADSTONE PARK INFANTS' SCHOOL
Sherrick Green Road, NW10 1LD
(Roll: 234, Social Priority School)
Required as soon as possible - A TEACHER to be in charge of a TOP INFANT class and to be responsible for Music throughout the school. Scale 2 post available to qualified person. Visits welcomed.
KILBURN PERK JUNIOR MIXED SCHOOL
Peel Road, NW6 5RG
(Roll: 135, Social Priority School)
Required from January for this Multi-cultural school - A strong, committed and suitably experienced TEACHER to take responsibility for LANGUAGE (Scale 2). The postholder will be expected to undertake curriculum development and oversight of appropriate resources including the library. An interest in Drama will be appreciated. Visits welcomed.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (30960) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
ALEXANDRA JUNIOR SCHOOL
Cator Road, Sydenham, London SE26 5DS
READVERTISEMENT
Required for January 1985, an enthusiastic and experienced Primary school teacher for a Scale 2 post with specific responsibility for environmental studies. The ability to provide assistance in one of the following would be an advantage:- physical education, music, or art and design.
Application forms and further details available from Miss S. Taylor, the Head Teacher of the school (foolscap s.a.e. please), to whom completed forms should be returned by 16th October 1984. (30158) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
CURCHFIELDS PRIMARY SCHOOL
Churchfields Road, Beckenham, Kent BR3 4QR
Required January 1985: experienced infant teacher willing to take responsibility for Art and Craft or Science throughout the Primary age range. Scale 2 post available.
Application forms available from the Head Teacher at the school, to whom completed forms should be returned by 16th October 1984. (30159) 110020

BUCKINGHAMSHIRE
WYCOMBE AREA
ST. JOHNS CHURCH OF ENGLAND COMBINED SCHOOL
Lacey Green, Nr. Aylesbury, Bucks.
Head: D.C. Green
Roll: 200 aged 5 - 12
Required for January, 1985, a keen and enthusiastic teacher for Upper Middle with ability to organise music throughout the school. Interests in other areas, i.e. computers, boys games - French would be an advantage. Applicants must have sympathy with Christian beliefs and be prepared to get involved in the everyday life of this village school.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Application from and further details from the Headmaster on receipt of stamped, addressed envelope, to be returned to him not later than 17th October, 1984. (30484) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAM COUNTY FIRST SCHOOL
Well Street, Buckingham, Bucks.
Headteacher: S.H. Adams, B.A.
Roll: 185 pupils aged 5 - 9
SCALE: 2
Required for January 1985, an experienced Teacher to take responsibility in curriculum development. The current needs of the school are focused on Language Development and environmental studies. However, applicants should show a willingness to work in other areas of the curriculum as the future needs of the school dictate.
Assistance with removal expenses is given in approved cases.
Applications by letter to the Headteacher, giving full curriculum vitae and the names and addresses of two referees.
CLOSING DATE: 10 October. (30981) 110020

BUCKINGHAMSHIRE
WYCOMBE AREA
TYLERS GREEN COUNTY FIRST SCHOOL
School Road, Tylers Green, Bucks.
Headmistress: Mrs. A.R. Griffiths
Roll: 201
Tel: Penn 3201
Required for January 1985, an experienced enthusiastic class Teacher with responsibility for Music throughout the school. Scale 2 post.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases.
Housing allowance pending removal also payable in approved cases.
Applications to the Headmistress (Tel: Penn 3201). (30986) 110020

Education

Primary E.S.L. Team

Required from January, 1985:-

1. Scale 3 Teacher

The work involves major responsibility for professional and curriculum development in the areas of language culture and learning.

2. Scale 2 Teacher

The work involves responsibility for direct pupil support on an in-class basis and the successful applicant will have the experience and skills necessary to advise classroom teachers on this aspect of work and be capable of intgrating good primary practice with E.S.L. methodology.

For both posts, recent classroom experience of work in inner city, multi-racial schools is essential and familiarity with ethnic minority culture(s) and language(s) is desirable. Candidates must be car drivers/owners and an appropriate casual car users allowance will be payable.

Application forms and further details are available (s.a.e.) from the Director of Education (Ref. 826) at County Hall. Closing date: 19th October, 1984. (6923)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

BUCKINGHAMSHIRE
Beaconsfield/Chiltern Area
CHALFONT ST GILES COUNTY FIRST SCHOOL
School Lane, Chalfont St Giles HP8 4JJ
Head: Mrs S. Wingate, B.A.
Required for January/April 1985 an enthusiastic and experienced teacher to take charge of the development of Mathematics throughout the school, in addition to general class teaching.
Application form available from the Headteacher at the school, SAE please. Closing date 19th October 1984. (30179) 110020

BUCKINGHAMSHIRE
WYCOMBE AREA
OAKRIDGE COUNTY FIRST SCHOOL
Oakridge Road, High Wycombe
Headmistress: Miss U.M. Davis
Roll: 226
Required for January, 1985, an experienced teacher initially for a class of six to seven year olds. Interest in, and experience of teaching in a multi-cultural school is necessary. Scale 2 post.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Application by letter to the Head Teacher giving full Curriculum Vitae, areas of interest and details of expertise in specific subjects. Names of two referees should also be given and a S.A.E. (30989) 110020

CAMBRIDGESHIRE
EYRESCROFT JUNIOR SCHOOL
Eyrescroft, North Bretton, Peterborough PE3 8EZ
Tel: Peterborough 262184
Head Teacher: Mr. R.E. Mason, B.A.
GROUP 5
REQUIRED FOR JANUARY 1985:-
Enthusiastic and experienced teacher (Scale 2) for a class of lower juniors.
A specialist interest in the development of an area of the curriculum, together with the ability to organise and liaise will be an advantage.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date 19th October. (38674) 110020

CAMBRIDGESHIRE
HUNTINGDON AREA
GODMANCHESTER C.P. SCHOOL
Park Lane, Godmanchester, Huntingdon PE18 8AG
Required for January, Assistant Teacher, Scale 2. Responsibility for P.E. and Boys' Games.
Application forms and further details from the Head Teacher (SAE please). Closing date 16th October 1984. (30259) 110020

CAMBRIDGESHIRE
THE GORDON FENDICK JUNIOR SCHOOL
Tinkers Drove, Wisbech, Cambs. PE13 3PD
Tel: Wisbech 583799
Head Teacher: Mr L. Malsham
GROUP 5
REQUIRED FOR JANUARY, 1985:-
A suitably qualified and experienced teacher to accept responsibility for Language Development throughout the school. Scale 2 post.
Further details and an application form available from the Head Teacher at the above address (s.a.e first class). Closing date 17th October. (30705) 110020

CROYDON
LONDON BOROUGH OF CROYDON
DAVIDSON JM
Dartnell Road, Croydon CR0 6JA
Tel: 01-656 4572
Tenable: January 1985. Closing date: 19th October, 1985
A vacancy exists for an experienced teacher to assume responsibility for Music.
This school has a strong established Music Department, well equipped; supported by peripatetic brass and guitar tutors and enjoying the support of other members of staff.
The appointed teacher will be required to take a 4th Year Junior Class for the remainder of this academic year.
Applicants are very welcome to visit the school in advance.
Application forms and further details available from the Headmaster. Please send S.A.E. to the above address as soon as possible.
SALARY - Burnham Scale 2. With London Area Allowance. (43301) 110020

DORSET
ST. JOSEPH'S R.C. COMBINED SCHOOL
Newlyn Way, Parkstone, Poole BH12 4EA
(age range 5 - 12)
Required January or April 1985. Teacher to be responsible for Language in the First and Middle School (Scale 2). Catholic desirable.
Apply by letter to the Headmistress giving c.v. and the names and addresses of two referees. (30646) 110020

EALING
LONDON BOROUGH MULTI-CULTURAL SUPPORT SERVICE
TEACHERS - Scale 1/2
Full or part time posts.
For further details see display advertisement on English as a 2nd Language Page XX. (30617) 110020

ESSEX
GT. BRADFORDS COUNTY INFANTS SCHOOL
Marlborough Road, Gt. Bradfords Estate, Braintree
(Roll 250 Infants : 60 Nursey)
Tel: Braintree 26891
TEACHERS, Scale 2 and 3
Required Januray 1985, enthusiastic experienced Infant Teachers, to work in a co-operative teaching situation in this open plan school.
SCALE 2 as Co-ordinator for either Mathematics or Language Development.
Scale 3 with broad knowledge of the curriculum, to play a major roll in curriculum development.

RYNE COUNTY PRIMARY SCHOOL
Capel Road, Ryne, Braintree
Tel: Braintree 24959
TEACHER, Scale 2
Required January 1985 for 3rd and 4th year juniors. Committed teacher. Conversant with modern primary practice. An interest in language development within the school an advantage.
Application forms for all the above posts available from and returnable to the Area Education Office, Crossman House, Station Approach, Braintree (foolscap s.a.e. please).
Closing date 19th October 1984.

TILBURY MANOR JUNIOR SCHOOL.
Dickens Avenue, Tilbury RM18 8HJ
(Roll 310)
Tel: 0375 2681
ASSISTANT CONSULTANT FOR LANGUAGE DEVELOPMENT, Scale 2
(London Fringe and Social Priority Allowance)
Required 1st January 1985, enthusiastic class teacher aware of current primary practice. Visits welcomed. Closing date: 18th October, 1984.
Further details available (foolscap s.a.e. please). (43150) 110020

HAMPSHIRE
HOLBURY COUNTY FIRST SCHOOL.
Whitefield Road, Fawley, Southampton
NOR 245 approx.
SCALE 2
Mathematics consultant with proven first school experience. Required 1st January 1985.
Application and curriculum vitae together with s.a.e. to Headteacher. (43504) 110020

HAVERING
LONDON BOROUGH OF HAVERING
BRANFIL JUNIOR SCHOOL
Cedar Ave., Upminster RM14 2LW
(Roll 272)
Tel: Upminster 24179
Headteacher: J. Burtrand
Required for January 1985 a Scale 2 teacher to take responsibility for environmental studies throughout the school.
Application forms are available (s.a.e. please) from the Director of Educational Services (Ref. Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 16th October 1984. (43161) 110020

HERTFORDSHIRE
BONNEYGROVE JUNIOR SCHOOL
Dark Lane, Cheshunt, Herts. EN7 5ED
Enthusiastic Teacher Scale 2 who could give some extra contribution to the school in Literacy and/or Science.
Applications to Head Teacher, giving details of interests and experience. (30919) 110020

HOUNSLOW
ST JOHN'S RC PRIMARY SCHOOL
Boston Park Road, Brentford TW8 9JF
Tel: 01-560 7477
Headteacher: Mr T.P. Boyd
Roll 202 with Nursery
Required from January 1985 a SCALE 2 TEACHER FOR MATHEMATICS OR LANGUAGE. Should be an enthusiastic and effective class teacher and be prepared to develop guidelines and resources for either Mathematics or Languages throughout the school. Interest in P.E./Games an advantage. Practising Catholic essential.
Application forms and further details are available from the school and returnable to the Chairman of Governors, c/o the school, by 19 October 1984.
LONDON ALLOWANCE: £648 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (06169) 110020

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BRIGG PRIMARY SCHOOL
Glebe Road, Brigg
Head Teacher: S. Pearce
No. on Roll: 370
Scale 3 Teacher required for January, 1985 for the Upper Junior School with specific responsibility for Mathematics. The successful applicant must be an enthusiastic teacher, willing to participate extensively in curriculum development.
Application forms obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 15th October, 1984 (f.s.a.e. please).
Full and fair consideration will be given to all disabled candidates. (30448) 110020

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HALLGATE COUNTY JUNIOR SCHOOL
Hallgate, Cottingham HU16 4DD
SCALE 3 POST
Required for January 1985 an imaginative teacher to undertake the role of Year Group Co-ordinator and to be responsible for the development of a major area of the school curriculum. Expertise in primary school science associated with interest in utilising the local environment could be advantageous.
Application forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 15th October, 1984. (30711) 110020

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
ST. NICHOLAS COUNTY PRIMATY SCHOOL
Holme Church Lane, Beverley HU17 0QP
SCALE 3 POST
Required for January 1985, an experienced Infant teacher with a knowledge of the child from 3 - 11, to be responsible for organisation and planning in an open-plan infant area. An ability to offer one section of the curriculum would be an advantage.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 15th October, 1984. (30712) 110020

KIRKLEES
METROPOLITAN COUNCIL
ST JOSEPH'S R C (A) & I SCHOOL
Dewsbury
Ref 686
Required for January 1985 an experienced teacher for a reception class.
See Primary Scale 1. (30421) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
ST LUKES (CE) PRIMARY SCHOOL
Ruscoe Road, Canning Town, London E16
Head Teacher: Mr S.R. Penstone
Number on roll: 221
RESPONSIBILITY ART/DISPLAY SCALE 2
Required: JANUARY 1985 Junior Teacher to be responsible for Art and Display throughout the school. Applicants should be in sympathy with the aims of a church school. Visits to the school welcomed. Phone 476 3559.
LONDON ALLOWANCE £987 plus Social Priority/Allowance.
Application forms available from the undersigned/ to whom completed forms should be returned by 16TH OCTOBER 1984.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BH.
An equal opportunity employer. (07370) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
SOUTHERN ROAD INFANTS SCHOOL
Southern Road, Plaistow, E13 9JH
Head Teacher: Mrs. F.B. Smith
Number on roll: (JAN) 254 plus Nursery (90 F.T.E.)
LEARNING RESOURCES SCALE 2
Required: JANUARY 1985. Experienced teacher of infants required to work with a Senior Postholder and to be responsible for co-ordinating and cataloguing resources material in an established area. Ideas on the relevance of modern learning resources and technological development to infants teaching an advantage. Initially the successful applicant will be responsible for a class of top infants.
The School is 'open plan' - visits welcomed. Tel: 471 9048.
LONDON ALLOWANCE £987 plus Social Priority.
Application forms/(s.a.e. please) available from The Head Teacher/Director of Education to whom completed forms should be returned by 16TH OCTOBER 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An equal opportunity employer. (07369) 110020

NORTH YORKSHIRE
COUNTY COUNCIL
HARROGATE AREA
KNARESBOROUGH
MEADOWSIDE COUNTY PRIMARY SCHOOL
Required for January ... enthusiastic teacher ... Juniors. Please ... lum interests ... strengths. Music ... but not an essential ... ability to add to the ... activities in the sch...
Scale 2 available ... able applicants.
Application forms ... please) obtainable ... Area Education Off... Grove Road, Harrog... 5ER. To be returned ... October 1984. (301...

NORTHAMPTONSHIRE
HOME/SCHOOL LIAISON TEACHER
SCALE 2 POST AT ... OR SECONDMENT ... PRESENT SALARY
Required for ... 1985 a teacher of ... primary school exp... to undertake a wide ... of school/home ... duties primarily ... pre-school, infant ... Junior age children ... Kingswood and ... areas of Corby. The ... will be based at ... Junior School and ... dates should ... W.G. Ball, Headteacher ... Hazel Leys Junior ... (Tel: Corby 2681) ... er information is re...
The post will initially ... for two years subject ... review although ... to the Authority.
Closing date: ... 19th.
Application ... (s.a.e.) available from ... County Education O... (Ref: MB), Northa... House, Northampton ... 2HX. (30629) ...

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
WESTWOOD PARK COUNTY PRIMARY SCHOOL
Vaughan Street, Winton, Eccles M30 0DH
Required for January ... Scale 2 Teacher with re... sibility for Physical Ed... tion.
Please send self addre... envelope for application ... and further particulars ... Chief Education Officer, Education Office, ... Street, Salford M6 ... whom completed applica... should be returned ... than fourteen days after ... appearance of this adve... ment. (38678) ...

SUFFOLK
TOLLGATE COUNTY PRIMARY SCHOOL
Tollgate Lane, Bury St. Edmunds
(Age range 5 - 9: 321 on ...)
Required for January ... an enthusiastic and ... enced teacher (Scale 2) ... velop MATHEMATICS ... SCIENCE. Interest in ... Computer and organisation ... audio-visual resources ... advantage.
Application form and further details available from ... Head at the School ... please) to whom they ... be returned as soon as ... ble. (43165) ...

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
NEWPORT JUNIOR SCHOOL
Newport Road, London E... 6PJ
Head: Mr J. Hall
REQUIRED FOR JANUARY ... Enthusiastic and ... class teachers are ... for the following ... multicultural school ... children:-
1. Science - readvertisement ... previous applicants ... reconsidered.
2. Physical Education ... vertisement - previous ... cants will be reconsidered.
3. Humanities.
Scale 2 plus Outer ... and Social Priority ... wance.
Application form and ... or details available on ... of an s.a.e. from the Head Teacher ... able to the Head ...
Closing date: 19th ... 1984. Ref: P41/1073 ...

WALTHAM FOREST
ST. JOSEPH'S R.C. JUNIOR SCHOOL
Vicarage Road, London ...
Head: Mr T. Finn
Required for January ... practising Catholic Teacher ... Science Co-ordinator.
Scale 2 plus Outer ... Allowance.
Application form and ... er details available ... of an s.a.e. from the Head Teacher ... able to the Head ...
Closing date: 19th ... 1984. Ref. 47/1076 ...

WILTSHIRE
Please see display ... ment on Page 38. (305...

TEACH ON EXCHANGE ... USA
All subjects - see ... appointments. (0935...

Scale 1 Posts

AMERICA
UNUSUAL EXCHANGE OPPORTUNITY See 'Overseas Appointments'. (30656) 110022

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
THOMAS ARNOLD JUNIOR SCHOOL
Arnold Road, Dagenham, Essex
(Roll 234)
Required for January 1984: An enthusiastic and committed class teacher, initially for second year junior class. An interest in Science and/or Environmental Studies would be helpful. Informal visits welcomed. Scale 1 plus £987 per annum London Weighting.
Reimbursement of removal expenses in approved cases.

GASCOIGNE JUNIOR SCHOOL
Gascoigne Road, Barking, Essex
(Roll 262)
Required for January 1985: An assistant teacher, Scale 1. Candidates should have sympathy with the ideals of open plan. Co-operative teaching methods are employed.
London Addition £987 per annum. Reimbursement of removal expenses in approved cases.
Apply immediately in writing for both the above posts to the Chief Education Officer, Town Hall, Barking, Essex, giving full curriculum vitae and the names and addresses of two referees, one of whom should be your present or immediate past employer. (30939) 110022

BERKSHIRE
CLEWER GREEN C.E. AIDED FIRST SCHOOL
Hatch Lane, Windsor SL4 3RL
NOR: 188 First School
Required for January 1985, a Full time Scale 1 teacher who will be responsible for a class of 6 - 7 year old children initially. It is hoped that the successful candidate would be an enthusiastic teacher keen to encourage good relationships within the school and community who would feel able to develop aspects of Education within the School which they would find personally challenging.
A Christian committment would be welcomed. Arrangements for visiting the school may be organised with the Headteacher.
Application form and further details from the Headteacher to whom they should be returned by 12th October, 1984.
An Equal Opportunity Employer. (30924) 110022

BERKSHIRE
ASCOT HEATH C.E. JUNIOR SCHOOL
Rhododendron Walk, Ascot, Berks. SL5 8PN
N.O.R.: 240
Required fr January, 1985, an enthusiastic Assistant Teacher, Scale 1, for Lower Juniors. Ability to offer any of the following:- Craft, Games or Music would be an advantage.
Application form and further details from the Headteacher.
Closing date: 19th October, 1984.
An Equal Opportunity Employer. (30934) 110022

BRENT
LONDON BOROUGH OF BRENT
CHALKHILL INFANT SCHOOL
Chalkhill Road, Wembley, Middlesex
(Roll 166 a social priority school)
Required for January 1985 or as soon as possible.
An enthusiastic Infants teacher (Scale 1) initially to work with Middle Infants. Experience with or an interest in Breakthrough to Literacy an advantage. Visits welcome.
London Allowance of £987 per annum is payable.
Brent is fundermentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (31000) 110022

BRENT
LONDON BOROUGH OF BRENT
BRAINTCROFT JUNIOR SCHOOL
Warren Road, NW2 7LL
(Roll: 323)
Required as soon as possible TEACHER (Scale 1) for a 3rd YEAR CLASS. Candidates should have an interest in Modern Methods and Multi-Cultural Education. A knowledge of the use of the computer would be helpful but not essential.
CHAMBERLAYNE WOOD
Chamberlayne Road, London NW10 3NT
(Roll: 355, Social Priority School)
Required immediately - Temporary JUNIOR TEACHER (Scale 1) to float, an interest in Music essential.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (30959) 110022

BRENT
LONDON BOROUGH OF BRENT
ST MARY'S R.C. JUNIOR MIXED SCHOOL
Canterbury Road, Kilburn, London NW6
(Roll: 372 Social Priority School)
Required for January 1985 - A Temporary TEACHER for 2nd year JUNIORS to cover maternity leave. Practising Catholic perferred.
Application forms (sae) obtainable from the Headteacher to be returned within 10 days.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education. (30958) 110022

BROMLEY
LONDON BOROUGH OF BROMLEY
OAKLANDS INFANT SCHOOL
Norheads Lane, Biggin Hill, Westerham, Kent TN16 3XH
Required for January 1985, an enthusiastic Infant Teacher. Scale 1.
Application forms available from the Headmistress at the school (foolscap s.a.e. please), to whom competed forms should be returned by 16th October 1984. (30155) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
TWO MILE ASH COUNTY COMBINED SCHOOL
High Street, Two Mile Ash, Milton Keynes
Required for January 1985, a teacher for the lower Middle School age group. Scale 1.
Two Mile Ash is an expanding school, recently opened, and soon to be confined to the Middle School age range.
The successful applicant will be a lively teacher, with an interest in Art/Craft and Display.
Removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mr. E. Williams, B.Sc., giving full curriculum vitae and the names and addresses of two referees. (30987) 110022

CAMBRIDGESHIRE
HUNTINGDON AREA
WHEATFIELDS COUNTY JUNIOR SCHOOL
Wheatfields, St. Ives, Cambs.
Required for January, enthusiastic and committed Teacher (Scale 1). Interest in music advantageous.
Application forms and further details from Head Teacher (SAE please). Closing date 16th October. (38650) 110022

CAMBRIDGESHIRE
JOHN FALKNER SCHOOL
Sawston
Required from January, experienced teacher of INFANTS (Scale 1) for group of 5 year old mixed ability children.
Details and application form from Head, Mill Lane, Sawston, Cambridge CB2 4HZ (S.A.E.). (30258) 110022

DEVON
Please see displayed advertisement on Page 65. (30299) 110022

DUDLEY
METROPOLITAN BOROUGH
WOLLESCOTE PRIMARY SCHOOL
Drummond Road, Wollescote, Stourbridge, West Mids. DY9 7YA
Required January, TEACHER with URDU to work with Asian children in the Nursery and Infant departments, developing and extending the children's Urdu language experience and therefore their concept formation. The post is funded under Section 11 to meet the special needs of Asian children.
Further details from the Headteacher, Mr B. Pinches.
Application forms available from and returnable to the Chief Education Officer, 2 St. James's Road, Dudley, West Mids. DY1 1JQ, by 19th October. (30263) 110022

ENFIELD
LONDON BOROUGH OF ENFIELD
FORTY HILL C.E. PRIMARY SCHOOL
Forty Hill, Enfield, Middx. EN2 9EY
(Roll 150)
Required for January 1985, Scale 1 teacher, due to promotion of present post holder.
Applications are invited from both experienced or newly qualified staff, initially for a class of 24 middle infants.
London Allowance, £645.
Application forms (large SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to be returned to the Headmaster at the school by October 15th 1984. (30279) 110022

ESSEX
ST MARY'S C. OF E. PRIMARY SCHOOL
Hall Lane, Shenfield
Tel. Brentwood 221249
(Roll 300)
TEACHER, Scale 1
Required for January 1985, to take music throughout the Junior School and help with reading and maths groups. Applicants should be sympathetic to the aims and needs of a Church School.
Further particulars from the Headteacher, Mr D.H. Curtis (foolscap s.a.e. please). (30729) 110022

GLOUCESTERSHIRE
ST THOMAS MORE'S SCHOOL R.C.
Marsland Road, Hesters Way, Cheltenham, Glos.
170 on roll
TEACHER OF JUNIORS, Scale 1
Required for January 1985. Music desirable. Practising Catholic preferred.
Application forms from Head-Teacher. (07350) 110022

HARINGEY
Progress with Humanity
ST. PAUL'S AND ALL HALLOWS C.E. JUNIOR SCHOOL
Worcester Avenue, London N17
Tel: (01) 801 3611
Required for January 1985, an experienced class teacher to be responsible for the development of Maths. Practising Anglican preferred. Scale 2 post available for suitable candidate. Preliminary visits to the school welcome.
London Allowance (£987) payable.
Removal expenses - 100% allowed in approved cases.
Application forms (s.a.e.) from the Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY and TO BE RETURNED TO:- Father A. Hopes, St. Paul's Vicarage, Park Lane, London N17 by 17th October, 1984. (30284) 110022

HARINGEY
Progress with Humanity
ST. JOHN VIANNEY R.C. J.M. & I SCHOOL
Stanley Road, London N15 3HD
Tel: (01) 889 8421
An appropriately qualified and experienced teacher required for January, 1985 to work part-time (0.4) throughout the school. Duties will consist of support teaching with emphasis initially on language. Salary Scale 1.
London Allowance (£987) payable.
Removal expenses - 100% allowed in approved cases.
Candidates should be practising Catholics.
Application forms may be obtained from the Chief Education Officer, 48-62 Station Road, Wood Green, London N22 4TY and should be returned to the Chairman of the Governors, Rev. L. Cole, The Presbytery, 4 Vincent Road, London N15 by 19th October, 1984. (30285) 110022

HAVERING
LONDON BOROUGH OF HAVERING
ST. ALBANS R.C. PRIMARY SCHOOL
Heron Flight Avenue, Hornchurch RM12 5LN
Tel: Rainham 53644
Headteacher: R. Greenfield, M.Ed.
Required for January 1985, or earlier if possible, a teacher to work mainly with Junior age children. The Governors are seeking to employ an enthusiastic teacher who can make a significant contribution to a particular curriculum area. Practising Catholic preferred.
Application forms are available (s.a.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR. Completed application forms should be returned directly to the Headteacher at the school. (30187) 110022

HERTFORDSHIRE
BURYDALE JM SCHOOL
Burydale, Stevenage, Herts. SG2 8AX
Head: Mrs J. Mackay
Required in January 1985 an enthusiastic and committed teacher (Scale 1) for a second year junior class, willing to enter fully into the life of the school.
Applications by letter to the Headmistress including full curriculum vitae, names & addresses of 2 referees and details of special curriculum interest and experience. (SAE please). (38647) 110022

HERTFORDSHIRE
BISHOP WOOD JUNIOR SCHOOL
Frogmore Street, Tring
Required for January 1985 or sooner, suitably experienced teacher to teach 2nd year juniors in this Church Aided School. Ability to take football with upper juniors and knowledge of A.V.A. equipment an advantage (Scale 1).
Further information and application form (s.a.e. please) from the Headmaster, Mr. P. Van As. (07387) 110022

HERTFORDSHIRE
SAINT PHILIP HOWARD R.C. SCHOOL
Woods Avenue, Hatfield
Required for January 1985, a suitably qualified, enthusiastic and dedicated Catholic teacher for Juniors.
The applicant should be willing to involve himself/herself fully in joining a lively hardworking team.
The ability to assist with Boys' Games is essential.
Apply to the Head in writing for details and application form, and please enclose at least two references.
This is a re-advertisement. (30912) 110022

HERTFORDSHIRE
ST. JOSEPH'S R.C. PRIMARY SCHOOL
North Road, Hertford SG14 2BY
(Group 5)
HEADTEACHER
Required for January 1985 a Teacher Scale 1 for a Second Year Junior Class. Applicants should be practising Catholics.
Apply in writing to the Headteacher, enclosing full curriculum vitae and names and addresses of two referees. (30920) 110022

HERTFORDSHIRE
JENYNS SCHOOL
Braughing, Ware, Herts.
Required for January, an enthusiastic and versatile lower junior/infant teacher for this small village First School.
The post is for two terms in the first instance.
Apply by letter to the Head, stating areas of interest and two referees. (30918) 110022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
ST JOSEPH'S R C (A) J AND I SCHOOL
Healds Road, Dewsbury, West Yorkshire
Required for January 1985 an experienced teacher for a reception class. Applicants are requested to give details of their curricular strengths (Scale 3 available for suitably experienced candidate). Practising Roman Catholic preferred.
Please apply by letter, giving full c.v. and the names and address of two referees, to the Head Teacher by 12th October 1984 enclosing s.a.f.e. please.
An equal opportunity employer. (30428) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. FRANCIS R.C. JUNIOR SCHOOL
Bow Street, Stratford, E15 1HD
(Tel: 01-534 2510)
Head Teacher: Mr B.C. Carey
Number on roll: 226
2ND YEAR JUNIOR TEACHER Scale 1 (possible Scale 2 for suitable candidate)
Required: JANUARY 1985. Teacher required for second year juniors. Must be committed Catholic, preferably with religious teaching certificate. Visits welcome. (Tel: 01-534 2510). Possible Scale II (science/music) for suitable candidate.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by OCTOBER 16TH 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (07384) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST LUKES (CE) PRIMARY SCHOOL
Ruscoe Road, Canning Town, London E16
Head Teacher: S.R. Penstone
Number on roll 221
TEMPORARY TEACHER TO COVER MATERNITY LEAVE SCALE 1
Required: AS SOON AS POSSIBLE. Junior Teacher to co-ordinate Dance/Drama throughout the school. Applicants should be in sympathy with the aims of a church school. Visits to the school welcomed. Phone 476 3559.
LONDON ALLOWANCE £987 plus Social Priority/Allowance.
Application forms/available from the undersigned/to whom completed forms should be returned by 16TH OCTOBER 1984.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BY.
An equal opportunity employer. (07371) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST LUKE'S (CE) PRIMARY SCHOOL
Ruscoe Road, Canning Town, London E16
Head Teacher: S.R. Penstone
Number on roll 221
TEMPORARY TEACHER TO COVER MATERNITY LEAVE
SCALE 1
Required JANUARY 1985 Infant Teacher to co-ordinate Science throughout the school. Applicants should be in sympathy with the aims of a church school. Visits to the school welcomed. Tel 476 3559.
LONDON ALLOWANCE £987 plus Social Priority Allowance.
Application forms available from the undersigned/to whom completed forms should be returned by 16TH OCTOBER 1984.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BH.
An equal opportunity employer. (07369) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST LUKE'S (CE) PRIMARY SCHOOL
Ruscoe Road, Canning Town, London E16
Head Teacher: S.R. Penstone
Number on roll: 221
RESPONSIBILITY FOR JUNIOR SCHOOL GAMES SCALE 1
Required: JANUARY 1985 or AS SOON AS POSSIBLE. Teacher with responsibility for Games/Sports throughout the Junior School. Applicants should be in sympathy with the aims of a church school. Visits to the school welcomed. Tel: 476 3559.
LONDON ALLOWANCE: £987 plus Social Priority/Allowance.
Application forms available from the undersigned/to whom completed forms should be returned by 16TH OCTOBER 1984.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BH.
An equal opportunity employer. (07368) 110022

NORFOLK
HILLCREST COUNTY PRIMARY SCHOOL
Downham Market
Roll 210
SCALE 1 TEMPORARY EXPERIENCED TEACHER (UPPER JUNIORS)
Required for Spring Term 1985 (Secondment). Able to offer Science/Craft.
Apply by letter giving names of two referees and c.v., to the Western Area Education Office, St. Margaret's House, King's Lynn PE30 5DR.
Closing date 19th October 1984. (30806) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
DARELL JM/I SCHOOL
Darell Road, Richmond, Surrey TW9 4LQ
SCALE 1 TEACHER (ESTABLISHED)
Plus Outer London Allowance of £645
Due to promotion, a teacher for the Junior department is required from January 1985. An ability to contribute to curriculum development, the organisation of resources or to complement the expertise and interests of the present staff would be helpful, and an interest in the use of computers would be an added advantage.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the School by 16th October 1984. (30152) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
DARELL JM/I SCHOOL
Darell Road, Richmond, Surrey TW9 4LQ
NURSERY TEACHER SCALE 1
Plus £645 Outer London Allowance
Due to promotion, a teacher is required for an established nursery attached to this JM/I school, for January 1985. An interest in continuing curricular links with the infant department, and the development of nursery education would be an advantage.
Forms (Foolscap s.a.e.) available from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 16th October 1984. (30153) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
NELSON JM/I SCHOOL
Nelson Road, Whitton, Twickenham, Middlesex
ESTABLISHED TEACHER SCALE 1
Plus £645 Outer London Allowance
An enthusiastic primary teacher is required for January 1985.
In the first instance the person appointed will be required to teach first year juniors but a willingness to work in either infant and junior departments would be useful. The ability to teach music would be an added advantage.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by October 15th 1984. (30154) 110022

SURREY
EDUCATION COMMITTEE
ST. ANDREW'S CE MIDDLE SCHOOL
Cedar Road, Cobham, Surrey
Required January 1985, enthusiastic and conscientious Scale One class teacher. An interest in Boys Games and Craft, Design and Technology would be an advantage. The school is committed to the Ginn 360 language scheme and SMP workcards.
Application Forms from North East Area Education Office, Tel: Weybridge 53811. (30994) 110022

VSO
Primary teachers are needed to work overseas.
For details see VSO advertisement in overseas section. (30465) 110022

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
OSSETT CROFT HOUSE NURSERY
N.O.O 80 part-time
Required as soon as possible a Scale 1 teacher. Nursery experienced/trained preferred.
Application forms available, (on receipt of a s.a.e) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (30718) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
DOWNSELL INFANT SCHOOL
Downsell Road, London E15
Head: Miss S. Brodie
REQUIRED FOR JANUARY Infant teacher initially required for Reception Class in this large open plan school. Commitment to co-operative teaching essential.
Scale 1 plus Outer London and Social Priority Allowance.
Application form available on receipt of a 9" X 4" s.a.e. from and returnable to the Head Teacher.
Closing date: 19th October. 1984. Ref. P.23/1071. (30940) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
THORPE HALL PRIMARY SCHOOL
Hale End Road, London E17 4DP
Head: Mr C.L. Powling
REQUIRED FOR JANUARY CLASS TEACHER initially for Infants, CLASS TEACHER initially for Lower Juniors.
Two lively, enthusiastic members of staff are sought who have a keen interest in all aspects of the primary curriculum. Positive attitude to parental involvement an advantage.
Scale 1 plus Outer London Allowance.
Application form (and further details) available on receipt of a 9" X 4" s.a.e. from and returnable to the Head Teacher.
Closing date: 19th October, 1984. Ref. P.62/1085. (30944) 110022

WEST SUSSEX
BARNHAM COUNTY PRIMARY SCHOOL
Elm Grove, Bognor Regis PO22 0AX
(Group 5, 280 on roll)
Required January 1985 enthusiastic Scale 1 Teacher for Juniors preferably able to assist with sports. This post is to replace a teacher who has applied for the Job Release Scheme and is, therefore, for a registered unemployed teacher or a college leaver. Teachers in employment should not apply. As the applicant is applying as a disabled person, if possible a disabled worker should be recruited but this should not deter other unemployed teachers from applying.
Form and details from Head, s.a.e. please. (43512) 110022

PRIMARY EDUCATION
continued

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
ST. ANNE'S R.C. PRIMARY SCHOOL
Highfield South, Rock Ferry, Birkenhead, Merseyside L42 4NE
REQUIRED FOR 1st JANUARY 1985 ASSISTANT TEACHER - SCALE I For the NURSERY CLASS in this 4 - 11 age range Primary School. Holders of the Catholic Teachers Certificate preferred.
Apply in writing immediately to the Headmistress enclosing details of qualifications and experience together with the names and addresses of two referees. Please enclose S.A.E. Closing date 19th October 1984. (43117) 110022

WOLVERHAMPTON
BOROUGH COUNCIL EDUCATION COMMITTEE
ST TERESA'S RC J&I SCHOOL
Malins Road, Parkfield, Wolverhampton
Required for January 1985, class teacher for Lower Juniors - Scale 1. Applicants should be practising Catholics.
Application forms, available from the school, should be returned to the correspondence Manager, Fr. J. Bullen, St Teresa's Church, 25 Birmingham New Road, Parkfield, Wolverhampton WV6 6AW, not later than 2 weeks from the date of this advertisement. The successful candidate will be expected to accept the terms of the CEC contract.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (30415) 110022

Remedial Posts

Scale 2 Posts and above

NORTHAMPTONSHIRE
PERIPATETIC REMEDIAL SUPPORT TEACHER : SCALE 2 POST
NORTHAMPTON/BOZEAT/GR AREA
Required for January 1984, an appropriately experienced teacher for teaching and advisory work with children with special needs, particularly in reading and related skills in primary schools.
Applicants must possess a relevant supplementary qualification or be prepared to undertake an appropriate long course of approved study.
Own car and current driving licence required. Travel allowance payable.
Application forms and further details can be obtained from Mr A. Bye, Head of Remedial Service, Teachers' Centre, Barry Road, Northampton (s.a.e. please).
Closing date: 19 October 1984. (30630) 111020

Middle School Education

Headships

EALING
LONDON BOROUGH EDUCATION SERVICE
STANHOPE MIDDLE SCHOOL
Mansell Road, Greenford, Middx. UB6 9EG
Head required as soon as possible.
Group 6 salary plus £987 London Weighting. Relocation expenses may be payable.
Application forms and further details from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing, London W5 5SU, (SAE), to be returned by 16 October 1984. (30743) 120010

HAMPSHIRE
SOUTH EAST HANTS AREA
DENMEAD MIDDLE SCHOOL
Bere Road, Denmead, Hants.
APPOINTMENT OF HEADTEACHER, Group 4
Applications are invited for the post of HEADTEACHER, Group 4, at this Middle (8 - 12) School with effect from Easter, 1985.
Apply to Area Education Officer, 56a, East Street, Havant PO9 1BT enclosing s.a.e. for further details and application form. Closing date 22nd October, 1984. (30445) 120010

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES
WEST END MIDDLE SCHOOL
South Parade, Cleckheaton, West Yorks. BD19 3AE
REF 687
Applications are invited from suitably experienced teachers for the post of HEAD TEACHER in this GROUP 6 middle school which caters for the age range 9 to 13 years. The appointment will date from Easter 1985.
Application forms and further particulars (s.a.f.e. please) from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms should be returned within 14 days of this advertisement.
An equal opportunity employer. (30424) 120010

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
NORMANTON ALTOFTS
(9 - 13) School becoming (8 - 12)
w.e.f. 1.9.1985 N.O.R. 189
Required April 1985 HEADTEACHER Group 4. Further details available.
Application forms available, (on receipt of a s.a.e) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (30715) 120010

Deputy Headships Second Masters/ Mistresses

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST BLAISE RC MIDDLE SCHOOL
Newhall Road, Bradford 4
Required for January 1985, a suitably qualified and experienced teacher for the post of Deputy Head of the Group 7 Co-educational Middle School (a social priority allowance is also payable).
The school caters for pupils in the 10 - 13 age range and there are currently 480 pupils on roll.
The successful candidate will be expected to sign the Catholic Education Council's Contract of Employment.
Application form and further details may be obtained from the Directorate Personnel Office 4th Floor, Provincial House, Market Street, Bradford BD1 1NP. Completed forms should be returned to the Chairman of Governors, Rev. Canon J. Lyons, St Winefride's Presbytery, 54 St Paul's Avenue, Bradford 6 by 19th October 1984.
Reference ET 85784/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (30612) 120012

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
MANDALE MIDDLE SCHOOL
Required for January 1985, an experienced, enthusiastic teacher for the Deputy Headship (Group 5) of this established, purpose built middle school.
Candidates must be of proven experience and should be prepared to outline the contribution they are able to make to the lower school as a whole.
Further details and application forms are available from the Headmaster, (s.a.e. please) Mandale Middle School, Cooper Lane, Bradford BD6 3WW (Tel: 672184), to whom completed forms should be returned by Friday 12th October 1984.
Reference ET 86284/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (30614) 120012

EALING
LONDON BOROUGH EDUCATION SERVICE
WOLF FIELDS MIDDLE SCHOOL
Norwood Road, Norwood Green, Southall, Middx.
Deputy Head required for January 1985.
Group 4 salary plus £987 London Weighting.
Application forms and further details from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing, London W5 5SU (SAE), to be returned by 17 October 1984. (30641) 120012

By Subject Classification

Craft, Design & Technology

Scale 2 Posts and above

SUFFOLK
COMBS MIDDLE SCHOOL
Combs, Stowmarket
(Mixed comprehensive 9 - 13: 350 on roll)
Required from January, 1985, a Scale 2 teacher of CRAFT, DESIGN AND TECHNOLOGY. Ability to offer Computing or other subject area an advantage.
Application form and further details from the Head at the School (see please) to whom they should be returned by 16th October, 1984. (43166) 122120

Mathematics

Scale 2 Posts and above

HUMBERSIDE
COUNTY COUNCIL EDUCATION DEPARTMENT
Kingston upon Hull Division
VILLA JUNIOR HIGH SCHOOL
Walker Street, Hull
Head: M. Dickinson, J.P., B.Sc., B.A.
Required for January, 1985, in this mixed 9 - 13 middle school with 300 pupils.
(a) A teacher to be Head of Mathematics (Scale 2 or 3) and also to take responsibility for senior high school liaison, or make a similar contribution to the school management.
(b) A part-time (0.6) teacher to organise the teaching of French throughout the school.
Application forms, available from the Head (s.a.e. please) should be returned by 19th October. (30966) 123420

Modern Languages

Scale 2 Posts and above

HARROW
EDUCATION CMMITTEE
CANNON LANE MIDDLE SCHOOL
Cannonbury Avenue, Pinner, Middlesex
Tel: 01-868 7809
Required for January 1985. A well qualified and enthusiastic FRENCH specialist. Scale 2 is required.
The successful candidate will be responsible for co-ordinating French throughout the school and for developing the French aspect of the Middle School Curriculum. An interest in games will be an advantage.
Application forms from and to be returned to Headteacher by 17th October. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (30984) 123620

Music

Scale 2 Posts and above

HAMPSHIRE
TANNER'S BROOK MIDDLE SCHOOL
Elmes Drive, Southampton SO1 4PF
Required January - Scale 3 Music Consultant and Upper School Co-Ordinator.
SAE to Head for further details. (30437) 123820

OXFORDSHIRE
COUNTY COUNCIL
IRIS MIDDLE SCHOOL
Meadow Lane, Oxford OX4 1TJ
(9 - 13 years)
Required for January 1985, a Co-ordinator for Music (Scale 2) who is also able to offer additional general subjects. An ability to help with girls games would be useful but not essential.
Apply at once to the Headteacher with names and addresses of two referees. Further details available. SAE please. (30477) 123820

Scale 1 Posts

NORTHUMBERLAND
BROCKWELL COUNTY MIDDLE
Northumbrian Rd., Parkside Grange, Cramlington NE23 9PZ
First year class teacher required from Jan. 1985, with ability to teach Music. Scale 1.
Removal expenses/lodging allowance may be payable.
Application forms, returnable 19.10.84., foolscap sae to Headteacher. (30902) 123822

Physical Education

Scale 1 Posts

ISLE OF WIGHT
FORELANDS MIDDLE SCHOOL
Walls Road, Bembridge, Isle of Wight PO35 5RH
Age range 9 - 13 years 259 on roll
Required as soon as possible, TEACHER OF P.E. AND BOYS' GAMES (Scale 1). Applicants should state other specialisms offered. The appointment will be until August 1985.
Applications in writing, with full CV, and names of two referees, to The Headteacher at the school, by 16th October 1984. (30166) 124222

Other than by Su[bject] Classification

Scale 2 Posts an[d above]

NORTHUMBERLAN[D]
BELLINGHAM COUN[TY] MIDDLE
Redesmouth Rd., Be[llingham] Hexham NE48 2EN
Head of First Year/[...] Drama required fr[om ...] 1985 for 2 form entr[y ...] Will be responsible f[or orga]nisation and curric[ulum ...] First Year classes a[nd] liaise with 7 first s[chools in] catchment area. Post [suits] teacher with drive a[nd initia]tive to maintain & st[...] dept. and contribute [to corpo]rate life of school. S[...]
Removal expenses [...] allowance may be pa[yable].
Application form[s ...] able 19.10.84., fo[olscap ...] to Headteacher. (305[...])

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COU[NCIL]
NAB WOOD MIDDLE SCHOOL
Required from Januar[y ...] or earlier if possi[ble ...] Permanent Scale 1 [...] able to offer some a[...] tics and science in year[s ...] and four of this [...] school, as well as [...] subject teaching. The s[uccess]ful candidate would b[e ex]pected to take a full p[art in] the life of the school.
Further details [may be] obtained from the [Head]teacher on Bradford [...]
Application forms [may be] obtained from the Dire[ctorate] Personnel Office, 4th [Floor], Provincial House, [Market] Street, Bradford BD1 [...] and should be returned [to the] Headteacher, Nab Wood [Mid]dle School, New Clos[e ...] Shipley, West Yorkshire [...] 4AB by 17th October 1[984].
Reference ET 8[...]
Bradford is an equal o[ppor]tunities employer and [wel]comes applications [from] candidates of any rac[e, sex], age or disability, [unless] otherwise stated. (306[...])

Secondary Educ[ation]

Headships

COLWYN BAY
PENRHOS COLLEGE
HEAD OF JUNIOR SCH[OOL]
See main ad. under [...] tory Schools. (3024[...])

HERTFORDSHIRE
EAST HERTS DIVISION
RE-ADVERTISEMENT
ST MARY'S HIGH SCHOOL
Churchgate, Cheshunt
(C of E - Special Agree[ment])
Head required from 1[...] 1985. Group 10 salary [...] fringe allowance. Ap[plicants] should be active comm[unicant] members of the Church [of En]gland.
Application form and [furth]er particulars from Di[visional] Education [Officer], Scott House, Hagsdell [Road], Hertford SG13 8BQ, [to whom] completed applications [should be returned by ...] October 1984.
Those candidates who [submitted] their previous applicati[ons ...] be reconsidered please [indi]cate this to the Divi[sional] Education Officer (Tel [Hert]ford 54242, Ext [...]) (30913)

NORTH YORKSHIRE COUNTY COUNCIL
CAEDMON SCHOOL, WHITBY
(Group 8)
Applications are invited from suitably qualified and experienced candidates for appointment as
HEAD
of this 11–14 mixed comprehensive school with about 515 pupils currently on roll.
The appointment is available from 15 April 1985.
Application forms and further details are available, on receipt of a stamped addressed envelope, from:
The County Education Officer
Room 143
County Hall
Northallerton DL7 8AE
to whom completed forms should be returned by Monday 22 October 1984.
(6827)

Gateshead Metropolitan Borough Council
DEPARTMENT OF EDUCATION
1. ST. EDMUND CAMPION R.C. (A) COMPREHENSIVE SCHOOL
Rugby Gardens, Gateshead NE9 7XS
HEAD TEACHER
Group 10
(Re-Advertisement)
The Headship of this 11–18 school with 800 pupils currently on roll will become vacant on the 1st January, 1985 owing to the retirement of Mr J. A. Kelly.
Under present proposals for Roman Catholic secondary re-organisation, which is formally approved by the Secretary of State are likely to take effect from September 1986, the three R.C. Comprehensive Schools in Gateshead would close and two would re-open, one in the buildings and on the site of St. Edmund Campion School.
Application forms and further particulars for the above post (large s.a.e. please) are available from the Director of Education, Education Office, Prince Consort Road South, Gateshead NE8 4 LP.
Closing date is 17th October, 1984.
(6859)

Cheshire
Stockton Heath County High School
Broomfields Road, Appleton, Warrington.
Tel: Warrington 63919
GROUP 10 SCHOOL
NUMBER ON ROLL 949 (INCLUDING 88 6th FORM)
HEAD TEACHER
Applications are invited for the Headship of this fully Comprehensive High School, to take up appointment at Easter 1985.
Candidates must be well qualified and experienced in the management and philosophy of comprehensive schools.
The School is well established with excellent facilities (including a sports and leisure centre), in a pleasant area of Cheshire.
Closing Date: 26 October 1984.
Application forms and further details available from and returnable to :- District Education Officer, Education Department, Priestley House, Sankey Street, Warrington, Cheshire. Telephone: Warrington 51251 Ext. 332

Headship
Halesworth Middle School
Group 6 Ages 9-13
Applications are invited from suitably qualified and experienced teachers for the post of Head of this 9-13 Middle School with 388 pupils on roll.
The school is situated in the small, but busy, market town of Halesworth in an area of peaceful beauty and rustic charm.
The appointment will date from the beginning of the Summer Term 1985.
Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (SAE please), and completed forms should be returned by 19th October 1984.
Suffolk County Council

SECONDARY HEADSHIPS
continued

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
MEDWAY DIVISION
SOUTHWARK DIOCESE SCHOOLS COMMISSION FOR KENT
HEADSHIP - GROUP 10
ST. JOHN FISHER RC SCHOOL
Ordnance Street, Chatham
Applications are invited from suitably qualified and experienced practising Catholic teachers for the Headship of this 11 - 18, 6 FE, Voluntary Aided, mixed Comprehensive School.
The school continues to be oversubscribed with a Roll of 960 and 120 in the Sixth Form.
The appointment is to take effect from APRIL 1985 upon the retirement of the present incumbent.
Application forms and further details from the Clerk to the Governors, 1 Hills Terrace, Chatham (sae please).
Completed forms should be returned to the Clerk by Friday 19th OCTOBER 1984. (Tel: 0634 42886). (43151) 130010

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
WALBOTTLE SCHOOL
APPOINTMENT OF DEPUTY HEAD TEACHER (COMMUNITY) (GROUP 13)
Required as soon as possible, a person with suitable experience for appointment to the post of Deputy Head (Community) of this county co-educational comprehensive high school for approximately 1,500 pupils between the ages of 13 and 18 plus years and with approximately 1,350 part-time students and a large youth organisation.
The school is in Group 13 for salary purposes i.e. within the range of £13,983 - £15,234 per annum.
Application forms and further details are obtainable from and returnable to the Director of Education, Education Department, Civic Centre, Newcastle upon Tyne NE1 8PU by Friday, 19th October, 1984. (30606) 130010

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
BLAKELAW SCHOOL
Appointment of HEAD TEACHER (Group 10)
Required from January, 1985 or as soon as possible thereafter, a suitably qualified teacher for appointment as Head Teacher at this Co-Educational Comprehensive school, for approximately 800 pupils, between the ages of 11 to 18 years.
The school is in Group 10 for salary purposes, i.e. within the range £16,008 to £17,262 p.a. A Social Priority Allowance is payable, i.e. £201 to £276 p.a.
Application forms and further details are obtainable from and returnable to The Director of Education, Education Department, Civic Centre, Newcastle upon Tyne NE1 8PU by Wednesday 17th October. (43171) 130010

Deputy Headships Second Masters/ Mistresses

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
TODMORDEN HIGH SCHOOL
[...]wood Lane, Todmorden, [...]nes. OL14 7DG
Required from January 1985 DEPUTY HEADTEACHER (Group 11) to be directly responsible to the Headteacher for curriculum/timetable organisation and other areas of general administration.
Application forms and further details obtainable (on receipt of foolscap s.a.e) from the Headteacher to whom completed forms should be returned by 17th October 1984. (30719) 130012

ISLE OF MAN
BOARD OF EDUCATION
DEPUTY HEAD/ DIRECTOR OF STUDIES
DOUGLAS HIGH SCHOOL
Applications are invited for the above post at this school which will become an 8 FE 11 - 18 School in September 1985 (Group 10 or 11 dependent on numbers). The successful applicant will also take up the post of acting Deputy Head in the present Group 12, 14 - 18 School from the start of the Spring Term, 1985, until August, 1985.
Letters of application giving full curriculum vitae and names and addresses of two referees to the Headmaster, Douglas High School, St. Ninian's, Douglas, by 15th October 1984. (43105) 130012

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
THANET DIVISION
HOLY CROSS R.C. (AIDED) SECONDARY SCHOOL
Ramsgate Road, Broadstairs, Kent
Group 9 (Mixed) NOR 606
Required from January 1985, Second Master/Mistress, to join the senior management team, with experience of curriculum development. Overall responsibility will be for girls' welfare and discipline.
This is a challenging post and the School Governors are looking to appoint someone with concern, drive and initiative.
Practising Roman Catholic essential. Please state teaching subject(s) offered.
Application forms available from the Headmaster at the school to whom they should be returned by 15th October 1984 (SAE please). (43137) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SECOND MASTER/ MISTRESS
SOUTH WIGSTON HIGH SCHOOL
St. Thomas Road, Wigston, Leicester LE8 2TA
GROUP 8
ROLL 810
Head: Mr. E.D. Bothamley
Required January 1985, an energetic and imaginative Second Master/Mistress for this 10 - 14 High School.
Teachers interested should send for details and application form (SAE) from the Head.
Closing date 17th October, 1984. (30930) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
VICE PRINCIPAL
GATEWAY SIXTH FORM COLLEGE
The Newarke, Leicester LE2 7BY
Head: Mr. M.H. Bailey
GROUP 12
Required January 1985 a well qualified and suitably experienced graduate teacher to be third Vice-Principal.
Please send SAE for further details and application form from the Principal.
Closing date for applications Wednesday 17th October, 1984. (30929) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
VICE PRINCIPAL
THE BEAUCHAMP COLLEGE
Ridge Way, Oadby, Leicester LE2 5TP
Head, Mrs. M.D. Cruickshank
GROUP 13
Required January 1985, following the retirement of Mrs. D. Meek, a Vice-Principal to join the Principal and two other Vice-Principals in the Senior Management Team. NOR 1180 including Sixth Form of 380.
It is essential to send for further details and application form (SAE) from the Principal.
Closing date for applications Wednesday 17th October, 1984. (30928) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SECOND MASTER/ MISTRESS
LUTTERWORTH HIGH SCHOOL
Woodway Road, Lutterworth, Leics. LE17 4QH
(Tel: Lutterworth 2710)
GROUP 9
ROLL 817
Head: Mr. T.J. Kinson
Required January 1985 Second Master/Mistress for this Group 9, 11 - 14 High School. Vacancy due to promotion of previous post holder to Headship.
Further details and application form from the Head (SAE).
Closing date 15th October, 1984. (30927) 130012

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
SHENE SCHOOL
Park Avenue, East Sheen, SW14 8RG
(Group 10, 11 - 16 mixed comprehensive. Number on roll 870)
SENIOR TEACHER required for January 1985, to join the senior management team. Administrative capability in time-tabling and/or examinations would be valued. Preferred candidates would also be expected to be able to contribute to the pastoral curriculum of the school, particularly in relation to girls' welfare.
Application forms and further details are available from the Headteacher (Tel: 01-876 8892). Closing date Monday, 15th October 1984. (30409) 130012

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
NEWFIELD SCHOOL
Lees Hall Road, Sheffield S8 9JP
Required for January 1985 a Senior Teacher to join the management team to promote curriculum development particularly in years 1, 2 and 3 and to be concerned in particular with the educational and pastoral welfare of girls.
Application forms and further details available from the Headteacher, to whom completed forms should be returned by 12 October. (30277) 130012

Remedial Posts

Heads of Department

ESSEX
ST. JOHN'S C.E. COMPREHENSIVE SCHOOL
Tower Road, Epping
Tel: Epping 73028
(Roll 1090)
HEAD OF REMEDIAL, Scale 3.
Required from January 1985 to join strong department. Well equipped purpose built accommodation.
Please apply to the Headteacher at the school (foolscap s.a.e. please). (30841) 131018

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Hailsham Avenue, Longbenton, Newcastle upon Tyne NE12 8ER
(11 - 18)
Headteacher Mr J. Burn, J.P., B.Sc., M.Ed
Required for 1st September 1985
Scale 3 HEAD of SPECIAL NEEDS to be responsible with a team for a compensatory programme of education for those children with special educational needs throughout the age range of the school.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible. (06168) 131018

ROTHERHAM
METROPOLITAN COUNCIL
SWINTON COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1618 on roll. Approx. 140 in 6th form
Required for January 1985 HEAD OF BASIC STUDIES DEPARTMENT - SCALE 3. Further information available from the Head Teacher (Tel: Mexborough 582586).
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, East Avenue, Swinton, Mexborough S64 8JW. G. Crane, Director of Personnel Resources. (30498) 131018

Scale 2 Posts and above

KNOWSLEY
HIGHER SIDE COMPREHENSIVE
Cumber Lane, Whiston, Prescot, Merseyside L35 2XG
(985 Boys and Girls, aged 11 - 17)
Required for January 1985:
SCALE 2 teacher to work in the Department of Special Needs. Applicants should state the areas in which they could contribute to the Department.
Application forms and further details are available by sending s.a.e. to the Headteacher at the above school to whom completed forms should be returned by 19th October 1984. (30237) 131020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SIR GEORGE MONOUX SENIOR HIGH SCHOOL
Chingford Road, London E17
Head: Mr B. Taylor
REQUIRED FOR JANUARY, REMEDIAL ENGLISH TEACHER, Scale 2 (plus London Allowance) required in this comprehensive school for boys aged 14 - 19 years (800 on roll) to join special needs team with particular responsibility for English.
Send application letter, CV and details of two referees to the Head.
Ref: No. P90/1083. (30942) 131020

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Required as soon as possible on a temporary basis an experienced teacher to work with small groups of final year secondary age pupils with behavioural and learning difficulties.
He/she will be working from the Manor Road Centre, Bletchley, but actual teaching could take place in other locations in Milton Keynes. Scale 1 post.
Further details and applications forms are available from J.A. Ginnever, B.Sc., M.Ed., Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (30487) 131022

HAVERING
LONDON BOROUGH OF HAVERING
EMERSON PARK SCHOOL
Wych Elm Road, Wingletye Lane, Hornchurch RM11 3AD
Tel: Hornchurch 43773
Headteacher: J.A. Fowler, M.A.
Required for January 1985, a Teacher for Remedial Work, Scale 1, together with some mainstream teaching of English and Mathematics to younger pupils. The current teaching load involves two mainstream classes in each of English and Mathematics, together with Remedial withdrawal groups in the 2nd and 3rd years, although in the longer term this could be adjusted to give greater emphasis to Remedial Mathematics.
AApplications will be welcomed either from experienced teachers or from new entrants to teaching.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (30188) 131022

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey, Watford
Roll 870 mixed all ability, 80 in 6th form, 5 form
Required January, Teacher with training in remedial work with special emphasis in Mathematics. Applicant should give details of any other subject areas which can be offered. The successful applicant can be assured of sympathetic support from Heads of Department together with good resources. Scale 1 plus London fringe allowance £258.
Apply by letter to Headmaster enclosing curriculum vitae and details of two referees. (07382) 131022

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
MEDWAY DIVISION
HIGHFIELD SECONDARY SCHOOL
Balfour Road, Chatham, Kent
Required from January 1985 teacher for Remedial Education, Scale 1, with particular emphasis on Maths and English for years 1 - 5. The school already has two teachers specially qualified for Remedial Education work.
Details, together with full CV and the names and addresses of two referees to the Headmaster at the school. (43149) 131022

NORTHAMPTONSHIRE
JOHN LEA SCHOOL
Doddington Road, Wellingborough, Northants. NN8 2NJ
Required for January, a teacher (Scale 1) to join the Northamptonshire 14 - 16 Curriculum Project team (formerly the Low Attainers' Project). Imagination and energy are the essential requirements rather than any particular subject expertise.
For further details please contact the Headmaster, Wellingborough 223180. (30636) 131022

OXFORDSHIRE
COUNTY COUNCIL
GILLOTTS SCHOOL
Gillotts Lane, Henley on Thames RG9 1PS
Group 11 11 - 16
Comprehensive Roll 944
Required for January 1985, teacher for Special Needs departments (Scale I plus S) to teach in the department and also to teach Humanities in the main school.
Apply by letter (no forms) giving curriculum vitae and naming two educational referees to the Headteacher from whom further details are available (s.a.e. please). (30479) 131022

OXFORDSHIRE
COUNTY COUNCIL
CHIPPING NORTON SCHOOL
Burford Rd., Chipping Norton, Oxon.
Group 11; Roll 1050
Required from January 1985 or sooner if possible, until August 1985, an enthusiastic and experienced temporary Special Class teacher (Scale 1 plus SSA) to take responsibility for a special class of 2nd and 3rd Year pupils with special educational needs, in the Basic Skills Dept., within this six-form entry, rural comprehensive school.
Apply by letter (no forms) to the Headteacher. SAE please. (30481) 131022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEYTON SENIOR SCHOOL FOR GIRLS
Colworth Road, London E11
Head, Mrs C. Broomfield
REQUIRED FOR 29TH OCTOBER TEACHER OF REMEDIAL ENGLISH & COMMUNITY EDUCATION SCALE 1 (plus London Allowance & Social Priority Allowance) required in this comprehensive school for girls aged 14 - 18 years (750 on roll) able to offer remedial teaching in English for 4th and 5th years and City & Guilds English in 6th Form plus organising Community Education Course.
Contact Head for Application Form and further details (01-539 4939)
Ref P83/1084. (30943) 131022

By Subject Classification

Arts and Design

Scale 2 Posts and above

KENT
CRANBROOK SCHOOL
Kent
For January 1985 a well-qualified and enthusiastic Art teacher to join a lively and ambitious department in this Voluntary Aided co-educational Upper School of 750 pupils with 300 Sixth Formers. All pupils follow courses leading to 'O' and 'A' Level, and a generous share of this work is available, together with the responsibility for the display of art work throughout the school, and the chance to make a good contribution to our extensive extra-curricular activities. Cranbrook has 300 boarders and full board and accommodation may be available in exchange for tutorial duties.
Scale 1 or 2 post, depending on qualifications and experience.
Please write for further details to the Headmaster's Secretary, Cranbrook School, Cranbrook, Kent TN17 3JD. (38666) 131220

SHROPSHIRE
EDUCATION COMMITTEE
BLESSED ROBERT JOHNSON CATHOLIC COLLEGE (700 M)
Whitchurch Road, Wellington, Telford, Shropshire
ART TEACHER (Scale 2) Required for January 1985. Creative enthusiastic teacher to teach Art throughout this 11 - 18 school to 'O' and 'A' level, specialising in Ceramics with experiece of painting, drawing and Art History.
Application by letter to the Headmaster with names of two professional referees. (43318) 131220

Required for 1st January, 1985, or as soon as possible thereafter.
LLISWERRY COMPREHENSIVE SCHOOL, NEWPORT (11–18)
HEADTEACHER
GROUP 11
Application forms and further information available from:
The Director of Education, County Hall, Cwmbran, Gwent NP44 2XG, on receipt of stamped addressed envelope, should be returned by 22nd October, 1984.
(6866)
Gwent County Council

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE
CO-ORDINATOR OF CROSS-CURRICULUM STUDIES, SCALE 4
In March, 1983 Bradford was selected by the Manpower Services Commission to operate one of the 14 original pilot schemes for T.V.E.I. The Bradford scheme is based upon the South-East Bradford Consortium, consisting of Tong Upper School (a maintained 13-18 comprehensive school with 1,410 pupils on roll), Yorkshire Martyrs Collegiate School (a Roman Catholic Voluntary Aided comprehensive school of 950 pupils), and Bradford and Ilkley Community College, one of the largest colleges of further and higher education in the country.
T.V.E.I. provides a blend of scientific, technical, vocational and general education aimed at equipping students with a high level of flexibility and a range of transferable skills. The Bradford scheme also seeks to encourage an understanding of the broader implications of the more specialised studies by offering courses in 'Science and Society', 'The Changing Pattern of Commerce and Industry', 'Basic Economics', etc. In addition students are required to pursue problem-solving exercises and to engage upon extended projects, particularly in technology. The operation of all such courses requires the linking of several departments and the Consortium therefore seeks to appoint a well-qualified Co-ordinator of Cross-Curriculum Studies to develop the work. Applications are invited from candidates in all disciplines. Imagination and flexibility are the primary requirements.
This appointment will be made to the permanent staff of Bradford L.E.A. and the successful candidate will be deployed within the Consortium with effect from 1st. January, 1986.
Forms and further details are available (s.a.e. please) from Mr. D. J. Wilson, Headmaster, Tong Upper School, Westgate Hill, Bradford, BD4 6NR to whom completed applications should be returned by 15th October, 1984 (Ref. ET 87384).
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, race, sex or disability, unless otherwise stated.
(6897)
City of Bradford Metropolitan Council

Scale 1 Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Road, London N9 9TN
(1200 Boys and Girls: 300 in the Sixth Form)
Required for January 1985, Scale 1 teacher of ART and CRAFT to join a department enjoying magnificent new facilities. The person appointed will be expected to teach Art to 'O' and 'A' level. An interest in Print Making would be an advantage.
London Allowance, £645.
Please write with curriculum vitae and names and addresses of two referees to the Headmaster at the School. (30288) 131222

HAMPSHIRE
OAKLANDS SCHOOL
Fairisle Road, Southampton SO1 8BY
(12 - 16 Community School NOR 500 plus)
Required January or earlier Scale 1 - Temporary Teacher of Art.
SAE to Head for further details. (30439) 131222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RF
Roll: 635 mixed
This is a Thames-side High School, age range 11 - 17 with courses to GCE and CSE. Required for January 1985 a qualified Pottery and Ceramics teacher to work in a large purpose built studio with technician assistance as part of the Design Department. The ability to offer some general Art and to form part of an overall CDT problem solving teaching unit would be an advantage.
Application forms and further details are available from the Headmaster at the school.
Closing Date: 19th October 1984. (43144) 131222

NORTH YORKSHIRE
COUNTY COUNCIL
GRANBY HIGH SCHOOL
Avondale Road, Harrogate HG1 4AR
Group 13, 11 - 18 Comprehensive
Required for January a temporary two term POTTERY/CERAMICS specialist. Scale 1, to develop this subject throughout the school in co-operation with the other lively and committed members of the department.
The school is a large and thriving community on one campus site with good specialist accommodation.
Apply by letter to the Headteacher, Jonathan Edwards, including curriculum vitae and the names, addresses and telephone numbers of two referees. (38643) 131222

Cheshire

Application forms (send s.a.e.) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. Tomlinson, MA, Director of Education.

HEADS OF DEPARTMENT

HEAD OF COMPUTER EDUCATION — SCALE 3
POYNTON COUNTY HIGH
Yew Tree Lane, Poynton. Tel. Poynton 871811
Required for January 1985.
Application forms should be returned by 15th October 1984.

SCALE 2 POST

IN CHARGE OF COMPUTER STUDIES/INFORMATION TECHNOLOGY — SCALE 2
MACCLESFIELD COUNTY HIGH
Fence Avenue, Macclesfield. Tel. Macclesfield 22138.
Required for January 1985.
Application forms should be returned by 15th October 1984.
(6876)

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Wingfield Road, Trowbridge, Wiltshire
1300 pupils 11 - 18 mixed comprehensive school
Headmaster: K.D. Berry, J.P., B.A., F.R.S.A.
ART (Scale 1)
Required for January 1985, a teacher of ART with GENERAL SUBJECTS (Scale 1). The school has a large, lively and successful Art Department which works in close co-operation with other members of the Design faculty. It would be desirable, though not essential, for candidates to have a flair for GRAPHIC DESIGN, but it is important that they state the additional subject(s) they are prepared to offer.
The successful candidate will be expected to teach across the full ability and age-range, and to teach Art to both CSE and 'O' level classes.
Application forms and further details of both the post and the school are available from the Headmaster (large S.A.E. please) at the school. Closing date for the receipt of completed applications is Wednesday 17 October. (30857) 131222

Commercial Subjects

Heads of Department

EALING
LONDON BOROUGH
EDUCATION SERVICE
EALING GREEN HIGH SCHOOL
Ealing Green, London W5 5EW
Required for January 1985, HEAD OF DEPARTMENT, SCALE 3 - BUSINESS STUDIES, ECONOMICS AND SOCIOLOGY.
The successful candidate will be responsible for a department of three staff who at present teach Sociology, Business Studies and Economics. There are thriving one year and 'A' level courses in the Sixth Form and ample opportunity for future development throughout the school.
Further details and application forms from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU (SAE), to be returned by 19 October 1984. (30642) 131818

Scale 1 Posts

KENT
ST. JOHN'S RC COMPREHENSIVE SCHOOL
Rochester Road, Gravesend, Kent
Required January 1985 Part-Time (0.6) teacher of typing/shorthand. Audio typing desirable.
Applications by letter to the Chairman of the Governors, at the school, by 15th October. (43150) 131822

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MIRFIELD HIGH SCHOOL
Kitson Hill Road, Mirfield, West Yorks. WF14 9EZ
(Ref 690)
Required January 1985 SCALE 1 teacher of COMMERCE including BUSINESS STUDIES with initially a substantial amount of English teaching in the 13 to 16 age range. New Pre-16 and Post 16 Business Studies courses are being developed in the school.
Letters of application giving full curriculum vitae and names of two referees to the Head Teacher at the school as soon as possible.
An Equal Opportunity Employer. (30429) 131822

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
GARTH HIGH
Lilleshall Road, Morden, Surrey SM4 6DU
Tel: 01-648 4904
Head Teacher: Mr. R.D. Stoker, B.A.
Age Range: 13 - 18
No. on Roll: 717
From January 1985 Temporary Teacher of Business Studies.
CLOSING DATE: October 15th.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (30296) 131822

Computer Studies

Heads of Department

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BISHOP WARD R.C. COMPREHENSIVE SCHOOL
Wood Lane, Dagenham, Essex
(Roll 513)
Required for January 1985: HEAD OF COMPUTER STUDIES (Scale 3). To be responsible for teaching Computer Studies to C.S.E. and 'O' level, and Computer Awareness to the 1st and 2nd years. To continue to develop a well-equipped and expanding department which has a cross-curriculum responsibility. The successful applicant will be expected to have a Mathematics teaching commitment within the Mathematics department. An interest in Control Technology would also be an advantage.
Candidates will be invited to the school after short listing.
London Addition £987 per annum. Reimbursement of removal expenses in approved cases.
Application forms and further details of the post are available from the Headteacher (s.a.e.). Closing date: 19th October 1984. (30727) 132018

CUMBRIA
COUNTY COUNCIL
NETHERHALL SCHOOL
Maryport CA15 6NT
Comprehensive, Mixed 11 - 18. N.O.R. 1050
Required for January 1985, Head of Computer Studies Department, to organise the subject, teach at Senior Level and make a contribution to the Mathematics Department. Scale 2.
Comprehensive letters of application, including C.V. and names and addresses of two referees to the Head at the school, s.a.s.p. (see please). (30221) 132018

HARROW
EDUCATION COMMITTEE
PARK HIGH
Thistlecroft Gardens, Stanmore
Tel: 952 2803
HEAD OF COMPUTING DEPT. - Scale 3 or 4 according to qualifications and experience - required for January by this 7/8 F.E. Co-educational Comprehensive High School (12 - 16 years) situated in a pleasant residential area. The successful applicant will be responsible for the continuing development of a well established and equipped department and for a complete timetable of computer studies in the upper school for approximately 100 pupils who are following courses to C.S.E. and 'O' level. Other members of staff are showing an increasing interest in C.A.L. and work in collaboration with the computing department.
Application forms from and to be returned to Headmaster by 17th October. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (30982) 132018

NORFOLK
SWAFFHAM HAMOND'S HIGH SCHOOL
Brandon Road, Swaffham PE37 7DZ
Roll 795 (Group 11) 12 - 18 years
SCALE 2 HEAD OF COMPUTER STUDIES
To lead lively and well resourced department in January 1985. Willingness to assist in introducing computing into other subject areas essential. Subject is currently examined to 'A' level but children of all abilities are involved in computing and computer appreciation courses.
Application forms and further particulars (s.a.e. please) obtainable from the Headmaster to whom they should be returned by 19th October, 1984. (30808) 132018

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
GEORGE STEPHENSON HIGH SCHOOL
Southgate, Killingworth, Newcastle upon Tyne NE12 0SA
(13 - 18)
Headteacher: Mr N.S. Palmer, B.A.
Required for 1st January 1985.
Scale 3 HEAD of COMPUTER STUDIES to lead a strong department deeply involved in T.V.E.I. and with developing Sixth Form work.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible. (06155) 132018

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
SOUTH KILBURN COMMUNITY SCHOOL
Stafford Road, London NW6 5RS
(11 - 18 mixed, 300 students, 100 adult students. Social Priority School.)
Required from January 1985 - A post will become vacant in January 1985 on the promotion of the existing postholder. Applications are invited from qualified and experienced teachers for the responsibility for the continuing development of computers across the curriculum. Two fully equipped rooms will be operational.
The person appointed will also be expected to maintain the important contribution which Chemistry makes to the Science Department. A Scale 4 post is available for a suitable applicant.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (30961) 132020

HARROW
EDUCATION COMMITTEE
ST. DOMINIC'S SIXTH FORM COLLEGE
Mount Park Avenue, Harrow-on-the-Hill, Middx. HA1 3HX
Tel: 01-422 8084 and 01-864 4926
COMPUTING SCIENCE (TEMPORARY POST)
Applications are invited from experienced teachers for this Scale 2 post.
The College offers Computer Studies courses at 'O', 'A/O' level and 'A' level. There is a flourishing Computer Club and Computers are used in all subjects and the development of administration.
The successful candidate will be expected to teach Computer Studies at both 'A' and 'O' level. It would be an advantage if Mathematics were also offered.
The appointment will be for two terms from January 1985.
The Governors would prefer to appoint a teacher in sympathy with the Christian ethos of this College. A full-time teachers share in the tutorial and pastoral work.
Application forms from and to be returned to The Principal by 17th October 1984. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (30985) 132020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
RE ADVERTISEMENT
ASTOR SECONDARY SCHOOL
Astor Avenue, Dover
Required immediately - a teacher of Computer Studies. A Scale 2 post is available for a suitably qualified candidate. A well-equipped room is available.
Applications to the Headteacher at the school with full curriculum vitae and the names and addresses of two referees. (43138) 132020

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
MERTHYR TYDFIL DISTRICT
AFON TAF HIGH SCHOOL
Required for January, 1985, a graduate teacher qualified to teach COMPUTER STUDIES.
The person appointed will be responsible for developing Computer Studies throughout the school and to provide a base for Information Technology for Pupils and Staff.
The school has a specialist room with 14 B.B.C. Micro Computers, Word Processing facilities and an R.M.L. 380Z.
An enthusiastic person is sought who will be well supported and encouraged to develop this into one of the major departments in the school. Scale 3.
Application forms to be returned by 17th October, 1984, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, District Education Office, Pontmorlais, Merthyr Tydfil.
CANVASSING WILL DISQUALIFY.
K.S. Hopkins, Director of Education. (30500) 132020

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
Required from January 1985 or earlier if possible:
Well-qualified, enthusiastic and experienced teacher of Computer Studies to join the Authority's unattached secondary staff.
Unattached staff are used to fill vacancies of a medium or long-term nature in secondary schools.
The post is on Scale 3 with Outer London Allowance: A travelling allowance of £120 p.a. is also payable.
Further details and application forms are available from the Director of Educational Services, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN (Tel: 01-478 3020, Ext. 193).
Closing date 16th October 1984. (30171) 132020

SOLIHULL
EDUCATION COMMITTEE
MALVERN HALL SCHOOL
Brueton Avenue, Solihull, West Midlands B91 3EW
Tel: 021-705 1318
SCALE 2 TEACHER OF COMPUTERS AND MATHEMATICS
Is required for January 1985 or sooner, to take charge of the computer work across the school and to share in the teaching of Mathematics. Both subjects taken to examination level. Newly qualified teachers will be considered.
Apply by letter to the Head Teacher at the school enclosing names and addresses of two referees and s.a.e. (30737) 132020

Scale 1 Posts

BARNET
LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, N12 0QG
Tel: 01-368 1783
Co-educational Comprehensive. Roll 836. Sixth Form 129
Required 5th NOVEMBER, 1984, temporary qualified teacher of COMPUTER STUDIES and MATHEMATICS. Scale 1, to cover for maternity leave. The work in Computer Studies involves 4th, 5th and 6th form O-level.
Salary scale: £5,442 - £8,556 p.a. (to £9,201 for good Honours graduate) plus £645 London Addition.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (30293) 132022

BOLTON
METROPOLITAN BOROUGH
ST JOSEPHS RC SCHOOL
Chorley New Road, Horwich BL6 5HW
(11 - 16)
COMPUTER STUDIES/MATHS SCALE 1
Teacher required fom 1st January 1985.
Application forms and further details obtainable from Director of Education and Arts, PO Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 15th October, 1984. (06164) 132022

ENFIELD
LONDON BOROUGH OF ENFIELD
ARNOS SCHOOL
Wilmer Way, Southgate, N14 7HY
Required as soon as possible, temporary teacher of COMPUTER STUDIES, Scale 1, to join a team of experienced teachers and to offer a subsidiary subject. Well-equipped computer room with BBC network. Good opportunity to acquire experience in this expanding field and to undertake training, if required. Temporary post pending amalgamation in September 1985.
London Allowance £645.
Application forms (large SAE) obtainable from, and to be returned to, the Headmaster at the school as soon as possible. (30966) 132022

Craft, Design & Technology

Heads of Department

CAMBRIDGESHIRE
HUNTINGDON AR...
ST PETER'S SCHOOL
St Peter's Road, H...
Cambs. PE18 7DA
Comprehensive Co-ed
1400 on roll
Head Master: W.G. ... J.P., B.A.
Head of Department (Scale 3) required for ... 1985 in this flourishing comprehensive school, ... prising department ... members of staff ... of seven workshops ... Successful applicant ... committed to the C... ciple.
Please write to ... Master giving ... vitae and the names ... referees after which ... tails will be ... please). (06174) ...

ESSEX
NEWPORT FREE GRAMMAR SCHOOL
Newport, Saffron Walden CB11 3TR
Tel: 0799 40237
(Roll 714)
HEAD OF CRAFT, DESIGN AND TECHNOLOGY ...
Required for January ... versatile, enthusiastic ... qualified person ... give further impetus ... well-established department. Interest in extra-curricular activities an advantage.
Application forms ... details are available from the Headteacher at the ... (foolscap s.a.e. ...) (30843)

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
EDUCATION DEPT.
Required as soon as possible a teacher of DESIGN & TECHNOLOGY, SCALE ... a permanent appointment ... the Borough Specialist ...
An interest is ... ricular development ... Modular Technology ... sign-based course ... advantage. Initially ... cessful candidate ... appointed to the ... FLEMING SCHOOL ... ter placement ... another of the Authority's Schools.
London Allowance ...
Application forms ... SAE) obtainable from ... be returned to, the ... of Education, P.O. Box ... Civic Centre, Silver St, Enfield, Middx. EN1 ... (30281)

NORFOLK
ALDERMAN PEEL ... SCHOOL
Market Lane, Wells-next-the-Sea, Norfolk ...
Group 8 all ability 11-... N.O.R. 3..
Required for ... 1985, Teacher of Craft ... sign Metalwork ... teach to CSE and GCE ... level and to act as ... Tutor for the City and Guilds foundation ... gineering course.
Application forms ... further particulars ... please) from the ... teacher at the ...
Closing date 19th October 1984. (30813)

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
Required from ... 1985 or earlier if possible ...
TEACHER OF C.D.T. ...
The Authority is ... to appoint a young, enthusiastic teacher of ... Design and Technology ... the Borough's ... staff. Most schools ... design based courses ... modular technology ... firmly established. It is expected that the ... appointed will be able to teach to at least 'O' ... standard in these areas.
Unattached staff ... used to fill vacancies ... medium or long-term ... ture in secondary schools.
The post is on Scale ... with Outer London ... wance: a travelling ... wance of £120 p.a. is also payable.
Further details and application forms are ... able from the Director of Educational Services, ... ton House, 255-... Road, Ilford, Essex ... 1NN (Tel: 01-478 ... Ext. 193).
Closing date ... October 1984. (301...)

SECONDARY C.D.T.

continued

SURREY
EDUCATION COMMITTEE
HORLEY COMPREHENSIVE SCHOOL
C.D. & T. Teacher
See under Secondary. C.D.&T. Scale 1. (30829) 132120

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham, Essex
(Roll 1047)
Required as soon as possible to teach in the Lower School, years 1 - 3 either:-
a) INSTRUCTOR OF WOODWORK. Temporary appointment pending the appointment of a qualified teacher.
Salary Scale £4,458 - £4,842 per annum, plus Inner London Allowance.
OR
b) A qualified WOODWORK TEACHER. Permanent appointment.
Scale 1 plus Inner London Allowance.
Apply in writing immediately to the Headteacher giving full c.v. and the names of two referees, one of whom should be your present or most recent employer. (30724) 132122

BRENT
LONDON BOROUGH OF BRENT
BRONDESBURY AND KILBURN HIGH (MIXED) SCHOOL
Salusbury Road, NW6 6PE
(Roll: 635, 11 - 18, Social Priority School)
Required from January - An enthusiastic TEACHER of CRAFT/DESIGN and TECHNOLOGY, able to teach all aspects of the subject to the full age and ability range up to 'O' level. This is a small department currently undergoing re-organisation and redevelopment with new members of staff. A scale point is available but probationers will be considered.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (30952) 132122

BROMLEY
LONDON BOROUGH OF BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent BR5 2QR
Tel: 01-300 1258
Co-ed Comprehensive. 850 on roll, 11 - 18
READVERTISEMENT
Required for January 1985, a teacher in the Technical Studies Department, which comprises of three workshops and a drawing office. The successful applicant will be expected to make a contribution to all aspects of the Department's work. Scale 1.
Application forms are obtainable from the school on request by telephone or letter and should be returned to the school on completion by 16th October 1984. (30157) 132122

COLWYN BAY
PENRHOS COLLEGE
CRAFT, DESIGN & TECHNOLOGY
See main ad. under Independent. (30252) 132122

DORSET
ST. ALDHELM'S C. OF E. (VC) SCHOOL
Sherborne DT9 4EQ
... 16 Co-educational: 687 (roll)
Required January 1985 at this rural secondary modern school, Teacher (Scale 1) to teach Craft, Design and Technology across the whole age range, and Woodwork to CSE/'O' level. Initially this is a temporary appointment ... with a permanent post ... available for a suitably qualified candidate.
Application form and further details from the Headmaster (foolscap sae please) to be returned by 15 October. (30645) 132122

GLOUCESTERSHIRE
CHIPPING CAMPDEN SCHOOL
Chipping Campden
... 18 Rural Co-ed Comprehensive. 800 Pupils
Required from January 1st for two terms, qualified teacher of Woodwork, with ... Metalwork. Ability ... with a car maintenance ... would be an advantage.
Apply in writing to the Headmaster (no forms) giving details of qualifications and experience and names and addresses of two referees. (30...) 132122

HAMPSHIRE
HARRIET COSTELLO SCHOOL
Crossborough Hill, Basingstoke RG21 2AL
11 - 16 Mixed Comprehensive
N.O.R. 1004
Required January, 1985 Scale 1 C.D.T. - expected to teach all aspects of the subject including graphics and technology. Further details of school/post from Headteacher.
Application by letter with full c.v. and names of two referees. (30443) 132122

HAMPSHIRE
TEST VALLEY SCHOOL
Roman Road, Stockbridge SO20 6HA
11 - 16 Mixed Comprehensive
N.O.R. 500
Required January, 1985 Scale 1 C.D.T.
Enquiries to Headmaster. (30444) 132122

HERTFORDSHIRE
LEGGATTS SCHOOL
Leggatts Way, Watford
Required January, part time teacher (2 days per week) for Woodwork and Metalwork groups to examination standard. There is also an opportunity to teach Technology. From September this could become a full time appointment.
Apply by letter to Acting Headmistress giving details of experience together with names and addresses of two referees. (07381) 132122

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HIGH RIDGE COMPREHENSIVE SCHOOL
Doncaster Road, Scunthorpe
Head Teacher: G.D. Fish
No. on Roll: 900
Required for January, 1985, a Scale 1 Teacher of CRAFT, DESIGN AND TECHNOLOGY specialising in Engineering Design and Craft. Applicants should be capable of successfully teaching to G.C.E. 'O' level. An interest in Technology would be an advantage. The Technical Department in this school is innovative and very successful. It has excellent facilities in a newly built Design Centre.
Application forms obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 15th October, 1984 (f.s.a.e. please).
Full and fair consideration will be given to all disabled candidates. (30449) 132122

KNOWSLEY
RUFFWOOD COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L33 8XF
(1890 Boys and Girls, 11 - 18, 130 in sixth form S.P.A. payable)
Required for January 1985.
SCALE 1 Teacher for Craft, Design and Technology. To join a large department with good facilities. The teacher appointed would be asked to contribute to the development of a design based syllabus.
For further information send s.a.e. to the Headteacher to whom applications by letter giving details of age, qualifications and experience, together with the names of two referees, should be sent by 19th October 1984. (30827) 132122

LONDON SW6
THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX
Tel: 01-385 0102
This is a voluntary-aided school in the trusteeship of the Fathers of the Oratory. There are 1093 boys and 84 girls on roll, including 275 in the sixth form. Girls are only admitted to the sixth form.
Required for January 1985: Teacher of Technical Studies (Scale 1).
Applicants should submit a full curriculum vitae, naming two referees, to the Headmaster by Monday, 22nd October. (30459) 132122

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE SCHOOL
Woodside Road, London E13 8RX
Head Teacher: Mr M.J. Walton
Number on roll: 900
TEACHER OF CRAFT DESIGN TECHNOLOGY SCALE ONE
Required JANUARY 1985. To join the staff of a well established and successful department within the creative arts faculty in this mixed, six form entry inner urban school. The teaching programme may cover any/all aspects of CDT, but a special interest in Building Studies would be an advantage, candidates should indicate all subjects offered.
LONDON ALLOWANCE £987 plus Social Priority/Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 15TH OCTOBER 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An equal opportunity employer. (07365) 132122

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR BOYS
Billing Road, Northampton NN1 5RT
Required for January 1985, a TEACHER, SCALE 1, FOR TECHNOLOGY PLUS CDT OR TECHNICAL GRAPHICS at this 13 - 18 Upper School of 650 boys. There are 2 technology laboratories, 4 workshops and 2 drawing offices, the Design Block having been completed in 1980.
Applications by letter (No forms) should be sent to the Headmaster at the School as soon as possible, giving the names and addresses of two referees. (30621) 132122

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
ALEXANDRA HIGH SCHOOL
(11 - 18 Comprehensive)
Required as soon as possible, CRAFT DESIGN & TECHNOLOGY - Scale 1.
Department involved in T.V.E.I. Courses in teaching of modular Technology and British Schools Technology Project.
Apply immediately by letter enclosing curriculum vitae and the names and addresses of two referees to the Head Teacher, Alexandra Road, Tipton, West Midlands.
Canvassing of members of the Authority will disqualify.
An equal opportunity employer. (06157) 132122

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
BIRKDALE HIGH SCHOOL
Windy Harbour Road, Birkdale, Southport, Merseyside
TEACHER OF C.D.T. (specialist in Woodwork preferred) (Scale 1) required for January, 1985.
Application forms and further details are available on receipt of S.A.E. from the Head Teacher of the school.
Closing date 18th October, 1984. (43172) 132122

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
ST GEORGE OF ENGLAND HIGH SCHOOL
Fernhill Road, Bootle, Merseyside L20 6AQ
TEACHER required as soon as possible (S.P.A. allowance payable) Woodwork.
Application forms and further details are available on receipt of s.a.e. from Head Teacher of the school.
Closing date 18th October, 1984. (43177) 132122

SURREY
EDUCATION COMMITTEE
HORLEY COMPREHENSIVE SCHOOL
(12 - 18 Mixed)
NOR 650
Scale 1 Craft, Design & Technology Teacher required for January 1985 or before. Scale 2 available for suitable applicant.
Application form and further details from Headteacher. Tel: Horley 5363. (30831) 132122

WEST SUSSEX
ST ANDREW'S C.E. HIGH SCHOOL FOR BOYS
Sackville Road, Worthing
(12 - 16, 660 on roll)
TEACHER OF TECHNICAL DRAWING/GRAPHICS, SCALE 1
Temporary Teacher required as soon as possible to teach Technical Drawing/Graphics to 12 - 16 year olds up to 'O' level standard. This post could become permanent.
Interested applicants should write to the Headmaster giving relevant personal details and names and addresses of two referees. (38697) 132122

WEST SUSSEX
BOGNOR REGIS SCHOOL
Westloats Lane, Bognor Regis PO21 5LH
(Comprehensive, Group 13, 1650 on roll)
Required January 1985, Scale 1 Teacher for Technical Studies - Woodwork, Metalwork and Technical Drawing to C.S.E. and G.C.E. 'O' Level.
Apply by letter with details of qualifications, experience and names and addresses of two referees to Tel: Bognor Regis 864401 for form and details. (43311) 132122

WIRRAL
METROPOLITA BOROUGH OF WIRRAL
BISHOP CHALLONER R.C. BOYS' HIGH SCHOOL
Park Road West, Birkenhead, Merseyside L43 8HQ
11 - 18 (New School)
Required as soon as possible ASSISTANT TEACHER OF C.D.T. - SCALE 1. Interest in the technological and problem solving approach.
Apply by letter to the Headmaster as soon as possible enclosing full curriculum vitae and names and addresses of two referees. (43320) 132122

Economics

Heads of Department

BRENT
LONDON BOROUGH OF BRENT
CLAREMONT HIGH (MIXED) SCHOOL
Claremont Avenue, Kenton, Harrow HA3 0UH
A Comprehensive of 1,100 pupils, (220 in 6th Form) in a pleasant residential area.
Required from January 1985 - HEAD of ECONOMICS and BUSINESS STUDIES (Scale 3). To be responsible for the following courses, Typewriting, Office Practice, Commerce, Business Studies, BTEC, General and Economics to 'A' level. The school has a good academic record, a large 6th form and Economics is a popular 'A' level (60). Candidates should be able to teach Economics to 'A' level.
London Allowance of £987 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (30964) 132218

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Spring Term, 1985.
Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope
Closing date: 17th October 1984 unless otherwise indicated

PRIMARY

Scale 2 – Nursery Teacher.
BROCKLEWOOD INFANT SCHOOL,
Fircroft Avenue, Bilborough, Nottingham NG8 3AL
Headmistress: Miss N. Robinson Roll: 206 (including Nursery)
Enthusiastic nursery teacher to be in charge of this 60 place nursery.
Applicants must be interested in developing parental links.
Full details available (s.a.e.) from the Head Teacher at the school.

Scale 2 – P.E. and Drama Consultant.
NETTLEWORTH INFANT SCHOOL,
Ley Lane, Mansfield Woodhouse, Notts. NG19 8LD
Headmistress: Miss B. Farrand, Dip.Ed. Roll: 300 (including Nursery)
Teacher to be responsible for the promotion and development of physical education and drama throughout the school. The person appointed will be expected to take a full part in the In-Service training and curriculum planning within the school, and should be a good class teacher.

SECONDARY

Scale 4 – Head of Modern Languages.
COLONEL FRANK SEELY COMPREHENSIVE SCHOOL,
Flatts Lane, Calverton, Nottingham NG14 6JZ
Headmaster: R.G. Scott, B.A. Mixed: 1011 (11–18)
Graduate teacher able to teach both French and German throughout the ability range required as Head of Modern Languages. The Faculty is committed to curriculum development and a full programme of foreign exchanges.
Full details available (s.a.e.) from the school. Please apply by letter, giving full curriculum vitae and the names and addresses of two referees, to the Headmaster at the school as soon as possible. Closing date: 16th October, 1984.

Scale 4 – Head of Modern Languages.
MINSTER C.E (AIDED) SCHOOL,
Church Street, Southwell Notts. NG25 0HG
Headmaster: R.L. Perry, M.A. Mixed: 1370 (11–18)
Graduate teacher as Head of Modern Languages required to establish an overall philosophy of language teaching, mid-term and long term goals for a large department and to lead a team of specialist teachers. French is the main language whilst German is offered as a second language from Year 3.

Scale 4 – Head of Science.
ELLIOTT DURHAM COMPREHENSIVE SCHOOL,
Ransom Drive, Nottingham NG3 5LR
Headmaster: R.A. Bailey, B.Sc. Mixed: 850 (11–16)
Suitably qualified and experienced teacher to be Head of a thriving Science Department. The school has eight well equipped laboratories.
Full details available (s.a.e.) from the school.

Scale 2 – Chemistry
ALDERMAN WHITE COMPREHENSIVE SCHOOL,
Chilwell Lane, Bramcote, Beeston, Nottingham NG9 3DU
Headmaster: W. Daniels Mixed: 850 (11–18)
Experienced graduate teacher to be responsible for Chemistry. The post offers the opportunity to teach across the age and ability range to 'A' level standard in a successful Department. Excellent facilities.
Full details available (s.a.e.) form the Headmaster.

Scale 2 – Computer Studies
HENRY MELLISH COMPREHENSIVE SCHOOL,
Highbury Vale, Bulwell, Nottingham NG6 9DS
Headmaster: H.S. Swift, M.A. Mixed: 744 (11–16)
Enthusiastic teacher of Computer Studies to be responsible for the subject to C.S.E. and 'O' level in Years 4–5 and to introduce Computer Awareness courses in Years 1–3.

Scale 2 – English.
NORTH BORDER COMPREHENSIVE SCHOOL,
Whitehouse Road, Bircotes, Doncaster DN11 8EF
Headmaster: W.A. Miller, B.Sc. Mixed: 763 (11–18).
Well qualified teacher of English to be second in Department. Ability to teach across the entire ability range up to and including 'A' level essential.

Scale 1 or 2 – Music
TRINITY R.C (AIDED) COMPREHENSIVE SCHOOL,
Beechdale Road, Aspley, Nottingham NG8 3EZ
Headmaster: B.V. Bonner, M.A. Mixed: 660 (11–18)
For January, enthusiastic teacher of Music, to join successful Department. Opportunity to develop own skills and interests. Ability to teach instrumental music particularly strings would be helpful as would an interest in forming an orchestra. Ability to offer Drama an advantage though not essential.
Scale 2 post available for suitably experienced candidate.
Full details available (s.a.e.) from the Headmaster at the school.

Scale 1 – English.
KIMBERLEY COMPREHENSIVE SCHOOL,
Newdigate Street, Kimberley, Nottingham NG16 2NJ
Headmaster: D.T. Dowell, M.A. Mixed: 1220 (11–18)
well qualified teacher of English able to teach to all levels.

Scale 1 – English.
KIRKBY CENTRE COMPREHENSIVE SCHOOL,
Tennyson Street, Kirkby-in-Ashfield, Nottingham NG17 7DH.
Headmaster: M.B.H. Fox, M.Phil. Mixed: 950 (11–16)
Well qualified teacher of English to teach across the age and ability range.

Scale 1 – French
HIGH PAVEMENT SIXTH FORM COLLEGE,
Gainsford Crescent, Bestwood Estate, Nottingham NG5 5HT.
Principal: P.J. Bankhead, B.Sc. Mixed: 810 (16–19)
Graduate teacher of French able also to offer subsidiary Italian. Successful candidate will be required to teach French to 'A' level and Italian up to 'O' level.
Please apply by letter, giving full curriculum vitae and the names and addresses of two referees, to the Principal at the College, from whom further details are available, (Nottingham 271235).

Scale 1 – Mathematics.
ALDERMAN WHITE COMPREHENSIVE SCHOOL,
Chilwell Lane, Bramcote, Beeston, Nottingham NG9 3DU.
Headmaster: W. Daniels Mixed: 850 (11–18)
Teacher of Mathematics to teach across the age and ability range. The post offers the opportunity to join a well organised and progressive department.
Full details available (s.a.e.) from the Headmaster.

Scale 1 – Special Needs
KIMBERLEY COMPREHENSIVE SCHOOL,
Newdigate Street, Kimberley, Nottingham NG16 2NJ
Headmaster: D.T. Dowell, M.A. Mixed: 1220 (11–18)
Suitably qualified or experienced teacher of Special Needs able to offer a flexible range of general subjects. Ability to offer P.E./R.E. an advantage.

SPECIAL

Scale 1 (+ Special Schools Allowance) Post.
DIGBY E.S.N.(S) SCHOOL,
Digby Avenue, Mapperley, Nottingham NG3 6DS
Headmistress: Mrs. L.M. Szyszczak, B.Ed. Roll: 71 (All age)
Enthusiastic and well qualified teacher. Ability to take music with groups throughout the school and advantage.
Full details available (s.a.e) from the Head Teacher at the school.

Scale 1 (+ Special Schools Allowance) Post.
HARDWICK ESN(M) SCHOOL,
Chingford Road, Bilborough, Nottingham NG8 3DH
Headmaster: H.C. Moodie Roll: 78 (Primary)
Teacher for this new post created to meet the need to expand an Industrious Assessment Unit. Successful candidate will contribute fully in the detailed assessment of young children under the leadership of the teacher in charge. Experience and interest in language development and advantage.

Scale 1 (+ Special Schools Allowance)–Teacher of the Deaf.
WILLIAM SHARP COMPREHENSIVE SHCOOL,
Bramhall Road, Bilborough, Nottingham NG8 4HY
Hearmaster: P. Heywood, M.A. Mixed: 800 (11–16)
Requried as soon as possible, qualified teacher of the Deaf. A teacher of general subjects is required to work mainly with severely and profoundly deaf pupils. A qualification of strong interest in P.E. would be an advantage.

OTHER POSTS.

Scale 2 – Teacher for Disruptive Pupils
ST. GEORGE'S PRIORY SUPPORT UNIT,
Launder Street, The Meadows, Nottingham ANG2 1JQ
Head of Unit: Mr. B. Wakefield, M.Ed., Dip.Ed Roll: 12 (11–16)
Teacher for this unit which caters for the educational needs of pupils suspended from secondary schools. Applicants should possess relevant qualifications and have had successful experience. Candidates should be able to relate effectively to difficult pupils and work on their own initiative in providing a stimulating educational programme.
(6916)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

SECONDARY ECONOMICS & BUSINESS STUDIES

continued

Scale 1 Posts

BIRMINGHAM

EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
31 Calthorpe Road, Birmingham B15 1RX
Required for January 1985, temporary appointment during maternity leave.
Graduate Teacher to teach up to A Level ECONOMICS WITH GEOGRAPHY.
Salary: Burnham according to experience.
Applications, in letter form, with full curriculum vitae and stamped addressed envelope, should be submitted as soon as possible to the Headmaster. (38150) 132222

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SCHOOL
Weelsby Avenue, Grimsby
Required from 19th November, 1984: TEACHER OF ECONOMICS AND BUSINESS STUDIES. Applicants should be able to teach Economics to G.C.E. 'A' level and willing to share in the teaching of Business Studies and Social Studies courses organised by the Department. The post is TEMPORARY to cover the absence on maternity leave of the present holder.
Application forms and further information obtainable from the Head Teacher at the school (on receipt of s.a.e.) to whom completed forms should be returned within 10 days of this advertisement. (30216) 132222

BIRMINGHAM

HANDSWORTH GRAMMAR SCHOOL
Grove Lane, Birmingham B21 9ET
Required for January, 1985, at this voluntary-aided grammar school of 800 boys with sixth form of 200, HEAD OF ENGLISH. Scale Four. Vacancy due to promotion. There is a large, thriving department with an excellent record of success.
Apply immediately to the Headmaster (no forms) with full curriculum vitae and names of two referees.
Required for January, 1985, at this voluntary-aided grammar school of 800 boys with sixth form of 200, teacher of PHYSICS, Scale one.
Apply immediately to the Headmaster with full curriculum vitae and names of two referees. (43123) 132418

CUMBRIA

COUNTY COUNCIL
EHENSIDE SCHOOL
Towerson Street, Cleator CA23 3EL
County Comprehensive. Mixed 11 - 16. NOR 621
Required for January, 1985, Head of English, Scale 4.
Application forms and further details available from the Head at the school to whom completed forms should be returned by 17th October, 1984. (S.A.E. please). (30247) 132418

ESSEX

HYLANDS SCHOOL
Hatfield Grove, Chelmsford CM1 3DF
Tel: Chelmsford 266766
(Roll 992)
HEAD OF ENGLISH, Scale 4
Enthusiastic, well qualified and experienced specialist required January 1985 to lead a department at this 11 - 18 co-educational comp. school. English is taught in a purpose built suite of rooms to 'A' level and Mode 3 syllabuses are used for CSE and 'O' level literature.
Apply by letter to Headteacher with curriculum vitae together with two referees (foolscap s.a.e. please). (30846) 132418

HERTFORDSHIRE

DURRANTS SCHOOL
Manor Way, Croxley Green, Rickmansworth
Roll: 615 mixed ability, 80 in 6th form
Required January, well qualified and widely experienced English graduate as Head of Language, capable of building up and leading an integrated department concerned with English and Modern Language education, and able to teach English to 'A' level. This is a new and forward looking post, and requires a teacher of vitality, experience, vision and understanding of children. Scale 4 plus London fringe allowance £258.
Application forms and further details from Headmaster, to whom application with two referees should be returned by Friday 12th October 1984. (07379) 132418

Scale 2 Posts and above

EALING

LONDON BOROUGH
MULTI-CULTURAL SUPPORT SERVICES
TEACHERS, Scale 1/2
Full or part time posts.
For further details see display advertisement on English as a 2nd Language Page XX. (30618) 132420

ESSEX

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
(Roll 1435)
Tel: Basildon 552536
ENGLISH, Scale 3
Required January, specialist as second in thriving and well established English department.
Apply to Headteacher by letter with c.v. and names of two referees (foolscap s.a.e. please).

ST. CHAD'S SCHOOL
St. Chad's Road, Tilbury RM18 8LH
(Roll 900)
Tel: Tilbury 5381
TEACHER OF ENGLISH, Scale 2 (EPA and London Fringe Allowance payable)
Required for January 1985, experienced teacher, purpose built English suite. Interest in library work could be an advantage.
Letters of application together with curriculum vitae and names and addresses of referees to Headteacher as soon as possible (foolscap s.a.e. please).

TENDRING HIGH SCHOOL
Rochford Way, Frinton-on-Sea
(Roll 1260 : Split-site)
Tel: Frinton-on-sea 2116/7
TEACHER OF ENGLISH, Scale 2
Required January 1985, specialist, to be i/c Library in senior section. Sixth form teaching commitment.
Letter of application and c.v. immediately to Head. Further details on receipt of s.a.e. or 'phone. (43160) 132420

English

Heads of Department

AVON COUNTY

NAILSEA SCHOOL
Mizzymead Road, Nailsea, Bristol
Required from January 1985, Head of English and Drama Faculty (scale 4). Well-qualified teacher is sought who has wide experience of teaching across the ability and age range.
Further details available from the Headmaster, (address as above).
Avon is an equal opportunities employer. (43104) 132418

HARROW

EDUCATION COMMITTEE
SACRED HEART HIGH SCHOOL
186 High Street, Wealdstone, Harrow, Middx. HA3 7AY
(Roman Catholic)
Voluntary Aided - for Girls
Tel: 01-863 9922
Required for January 1985 a Head of English, Scale 3, for this 5 form entry 12 - 16 years High School for Girls. A lively interest in the development of the English Curriculum is sought, and the successful applicant would be expected to make a positive contribution to the Catholic ethos of the school.
Further details and application forms from and to be returned to the Headteacher by Thursday 11th October 1984. Please enclose stamped addressed envelope. (30177) 132418

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:

Closing date for receipt of application is 15th October, 1984.

In respect of posts in primary and special schools, forms are available from and should be returned to the Director of Education, Selectapost 17, Merrion House, 110 Merrion Centre, Leeds LS2 8DT.

For posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

Leeds is an equal opportunity employer.

SCALE 3 POST

N.W.1085 PERIPATETIC SERVICE FOR THE VISUALLY HANDICAPPED
Beckett Park Centre, C/O Beckett Park Primary School, Foxcroft Close LS16 3NT
Telephone: 742247
Teacher-in-Charge: Mr P. Westwood
Required for January 1985, or earlier if possible, teacher qualified in education of visually handicapped to join peripatetic service which supports partially sighted and functionally blind children in mainstream schools and special units within schools. Person appointed to work initially with group of blind children at Beckett Park Primary School (5–9 age range). Details from Director of Education.

SPECIAL SCHOOL

SCALE 1 POSTS

N.E.1086 WEST OAKS SCHOOL
(No. on roll: 118; 3–18 years)
Westwood Way, Boston Spa LS23 6DX
Telephone: Boston Spa 844772
Head Teacher: Mr M. S. Robertshaw
Required for January 1985, teacher to work in Special Care Department of this school for children with moderate and severe learning difficulties. Details from Head Teacher.

HIGH/SECONDARY SCHOOLS

W1087 HOUGH SIDE HIGH SCHOOL
(No. on roll: 500; 13–18 years)
Hough Top LS13 4QP
Telephone: 576337
Acting Head Teacher: Mr R. F. Spinks
Required for January 1985, teacher of English, up to and including CSE, with possibility of some O/A level work. Must be able to offer library assistance. Details from Head Teacher.

N.W.1088 ST MARY'S R.C. COMPREHENSIVE SCHOOL
(No. on roll: 932; 11–18 years)
Menston, Ilkley LS29 6AE
Telephone: Menston 72951
Head Teacher: Mr J. J. Dalton
Required for January 1985, teacher of Religious Education. Three specialists in Department. 'O' level and CSE work available. Forms and further details from Head Teacher returnable to Chairman of Governors, Mgr. J. T. Dunne, The Presbytery, New Road, Yeadon, Leeds. (6882)

HAMPSHIRE

BELLEMOOR SCHOOL
Bellemoor Road, Southampton SO1 2QU
(12 - 16 Comprehensive NOR 786 Boys)
Required January Scale 2 - Teacher to be second in English Department.
SAE to Head for further details. (30438) 132420

HAMPSHIRE

BOHUNT SCHOOL
Longmoor Road, Liphook
11 - 16 Comp. Mixed N.O.R. 1100
SCALE 2 ENGLISH
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head from whom further details are available. (43308) 132420

HARINGEY

Progress with Humanity

WHITE HART LANE SCHOOL
White Hart Lane, Wood Green, London N22 5QJ
Tel: 889 6761
11 - 18 Mixed Multicultural Comprehensive School
Roll 1485
Headteacher: Mr L.G. Warne
Required for January 1985, an ENGLISH SPECIALIST, SCALE 2, with particular interest, and expertise in language development. Responsibilities will include researching and preparing teaching material, assisting in the development of strategies for organising and fostering classroom talk and stimulating departmental discussion and investigation of language and learning.
English is taught in mixed ability groups, years 1 - 4.
London Allowance (£987) payable.
Removal Expenses - 100% allowed in approved cases.
Application form and details from Mr L. Warne, White Hart Lane School, White Hart Lane, London N22 to be returned as soon as possible.
Haringey is an equal opportunity employer. (30286) 132420

HAVERING

LONDON BOROUGH OF HAVERING
SERVICE FOR SENSORY IMPAIRMENT
TEACHER IN CHARGE OF SECONDARY PARTIALLY HEARING UNIT
SANDERS DRAPER COMPREHENSIVE SCHOOL
Hornchurch
For further information please see our advertisement under Special, Scale 2. (07377) 132420

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
Fully comprehensive mixed upper school 13 - 18 years. 1800 plus on roll.
Required for January 1985 Scale 3 in the English Faculty. Applicants should be good English graduates, who will be expected to teach all abilities, including 'A' level. We are looking for a committed energetic teacher, capable of a wide-ranging and flexible approach. This is a good opportunity for an ambitious applicant to gain experience in curriculum development, organisation and management, in a purpose-built, well equipped comprehensive.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ as soon as possible. (43139) 132420

KNOWSLEY

HIGHER SIDE COMPREHENSIVE
Cumber Lane, Whiston, Preston, Merseyside L35 2XG
(985 Boys and Girls, aged 11 - 17)
Required for January 1985:
SCALE 3 Second in English Department. Applicants should indicate areas of particular interest.
Application forms and further details are available by sending s.a.e. to the Headteacher at the above school to whom completed forms should be returned by 19 October 1984. (30236) 132420

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
WHITTON SCHOOL
Percey Road, Whitton, Twickenham, Middlesex TW2 6JW
(11 - 16 mixed comprehensive)
(Tel: 01-894 4503)
ASSISTANT TEACHER OF ENGLISH, SCALE 2
Plus Outer London Allowance
It is expected that the successful candidate for the post will be committed to the value of English as a central curriculum subject, will be prepared to teach across the whole secondary age and ability range, and will be keen to make a positive contribution to the school's extra curricular activities.
Application forms with further particulars are obtainable from the Director of Education, Regal House, London Road, Twickenham TW1 3QS, and should be returned to the Headmaster of the school by 15th October 1984. (30410) 132420

SHROPSHIRE

EDUCATION COMMITTEE
BLESSED ROBERT JOHNSON CATHOLIC COLLEGE (700M)
Whitchurch Road, Wellington, Telford, Shropshire
ENGLISH TEACHER
(Scale 2) Second in Department. Required for January 1985 for 11 - 18 school. Experienced teacher to teach up to 'A' level and assist with departmental organisation. Some help with games advantageous.
Application by letter to the Headmaster with names and addresses of two professional referees. (43317) 132420

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH SCHOOL (12 - 18)
Mixed Comprehensive N.O.R. 1250
Required for January, 1985 a TEACHER OF ENGLISH, Scale 3, to be second in the Department. A teacher of proven ability and sound experience is sought for this challenging and rewarding post.
Application forms available, (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (30717) 132420

TEACH ON EXCHANGE IN USA

All subjects - see Overseas appointments. (09536) 132420

Scale 1 Posts

BERKSHIRE

HIGHDOWN SCHOOL
Surley Row, Emmer Green, Reading RG4 8LR
NOR: 1385 Comprehensive 11 - 18
Required January 1985 English Teacher (Scale 1). Initially the work will lie in our very well resourced remedial department but flexibility and the capacity to teach English successfully across the whole age and ability range are essential requirements.
Application forms and further particulars from the Headmaster.
Closing date: 15th October, 1984.
An Equal Opportunity Employer. (30922) 132422

CLEVELAND

COUNTY OF CLEVELAND
EGGLESCLIFFE SCHOOL
See display advertisement under Primary Schools. (30446) 132422

CROYDON

LONDON BOROUGH OF CROYDON
SELHURST GIRLS' HIGH
The Crescent, Croydon CR9 2LY
Tel: 01-684 9266/8
Tenable: 1st January, 1985. Closing date: 19th October 1984
ENGLISH AND SPECIAL NEEDS: a teacher is required for two terms to cover a maternity leave: Must be able to teach examination courses in English Language/Literature in this 14 - 18 Comprehensive school and be willing to help in running a withdrawal unit for disruptive girls.
SALARY - Burnham Scale 1 or 2.
Application forms obtainable from Director of Education, Taberner House, Park Lane, Croydon, Surrey CR9 1TP and should be returned direct to the Head Teacher. (43302) 132422

DEVON

Please see displayed advertisement on Page 65. (30601) 132422

DONCASTER

LOCAL AUTHORITY
HUNGERHILL COMPREHENSIVE SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY
Tel: Doncaster 885811
(Age Range 12 - 16)
Required as soon as possible Teacher of English (Scale 1).
Apply by letter to the Headteacher, enclosing a curriculum vitae and names of two referees as soon as possible. (38654) 132422

ESSEX

BEAUCHAMPS SCHOOL
Beauchamps Drive, Hill Avenue, Wickford SS11 8LY
Tel: Wickford 5466/67/68
(Roll 1200)
TEACHER OF ENGLISH AND GIRL'S PHYSICAL EDUCATION & GAMES, Scale 1
Required for January 1985.
All applications to the Headteacher giving curriculum vitae (foolscap s.a.e. please). (30845) 132422

HERTFORDSHIRE

LONGDEAN SCHOOL
Bennetts End, Hemel Hempstead
Group 12, 1250 pupils, 166 in VIth Form
Required for January 1985, Scale 1 teacher of English to 'O' and 'A' level. The English department has nine teachers and results are excellent.
Apply by letter to the Headmaster with full curriculum vitae and the names and addresses of two referees. (30402) 132422

HILLINGDON

LONDON BOROUGH OF HILLINGDON
DOUAY MARTYRS RC
Edinburgh Drive, Ickenham, Uxbridge, Middlesex UB10 8QY
(Number on roll; 876 - 98 in 6th form)
Headteacher: J.S. Brandon, B.A., B.Sc.
REQUIRED FOR JANUARY 1985 - SCALE 1 TEACHER OF ENGLISH.
The person appointed will join a well established department which includes a Drama specialist.
Work across the 11/18 age and ability range will be available to a suitably qualified candidate. The department is also responsible for the maintenance of the two libraries within the school.
The school is situated in a pleasant residential area of West London with easy access to both Metropolitan and Piccadilly lines.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (38685) 132422

HILLINGDON

LONDON BOROUGH OF HILLINGDON
TOWNFIELD SCHOOL
Central Avenue, Hayes, Middlesex UB3 [illegible]
(Number of roll: [illegible] 6th form)
Headteacher: P. [illegible] B.Sc.
SCALE 1 POST (English) available for suitably qualified candidate
Required from January a TEACHER of ENGLISH/DRAMA to teach subjects up to examination. This is a temporary cover Maternity leave [illegible] is a well equipped Drama Room.
Please apply in the first instance by letter to the Head of the School stating names and addresses of two referees.
Outer London [illegible] Payable. (38690) [illegible]

HOUNSLOW

CHISWICK SCHOOL
Burlington Lane, Chiswick W4
Tel: 01-747 0031
Headteacher: Mr B.J. Hurrell, B.Sc.
Required for January a teacher of English [illegible] Join a flourishing department with an excellent [illegible] tradition.
Pupils are prepared for 'Ordinary', 'Advanced' and University Entrance Examinations. There are two [illegible] rians and a well-stocked library.
We wish to develop teaching throughout [illegible] School and candidates [illegible] strong interest in [illegible] receive special consideration.
Letters of Application in the first instance to the Headteacher giving details of qualifications and experience and addresses of two referees (s.a.e. foolscap please).
Closing Date: 19.10.84
London Allowance payable.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (06172) [illegible]

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
WINTRINGHAM SCHOOL
Weelsby Avenue, Grimsby
Required from 19th November, 1984: TEACHER OF ENGLISH. Applications are invited from well qualified teachers able to share in the teaching of the subject throughout the school up to at least G.C.E. 'O' level.
The post is TEMPORARY to cover the absence on maternity leave of the present holder.
Application forms and further information obtainable from the Head Teacher at the school (on receipt of s.a.e.) to whom completed forms should be returned within 10 days of this advertisement. (30215) [illegible]

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull
KINGSTON HIGH SCHOOL
Pickering Road, Hull
Head: Mr J.H. Thompson, M.A.
Required for January 1985 a teacher of ENGLISH (Scale 1). The ability and willingness to teach and assist in the development of Drama in this mixed comprehensive school of about 700 pupils aged 13 - 18 would be welcome.
Application forms [illegible] from the Head (S.A.E.) should be returned by [illegible] October, 1984. (30[illegible]) [illegible]

ISLE OF WIGHT

COWES HIGH SCHOOL
Crossfield Avenue, Cowes, Isle of Wight PO31 [illegible]
Age range 13 - 18 years [illegible] on roll
Required as soon as possible TEMPORARY [illegible] TEACHER (Scale 1) to the [illegible] member of the permanent staff on secondment [illegible] end of the current academic year.
Applications by letter to the Headteacher at the [illegible] as soon as possible. [illegible]

ISLE OF WIGHT

COUNTY COUNCIL
MEDINA HIGH SCHOOL
Fairlee Road, Newport, Isle of Wight PO30 2DX
Age range 13 - 18 years
1229 on roll
Required from 20th [illegible] ENGLISH TEACHER [illegible] to join an enthusiastic [illegible] committed team of [illegible] teachers. An ability [illegible] CSE and 'O' level [illegible] welcome. The Department [illegible] its own suite of [illegible] excellent facilities [illegible] sources. The appointment [illegible] to cover maternity [illegible] member of department.
Application forms [illegible] from the Headmaster [illegible] school, to whom [illegible] forms should be returned [illegible] 19th October 1984. [illegible]

SECONDARY ENGLISH

continued

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RF
Roll: 635 mixed
This is a Thames-side High School, age range 11 - 17 with courses to GCE and CSE. Required for January 1985 an experienced teacher of English, Scale 1, to take the full age and ability range up to and including fifth year CSE and 'O' level work.
Application forms and further details are available from the Headmaster at the school.
Closing date: 19th October 1984. (43145) 132422

KIRKLEES

METROPOLITAN COUNCIL
MIRFIELD HIGH SCHOOL
Ref 690
Required January 1985 Scale 1 teacher of COMMERCE including BUSINESS STUDIES with initially a substantial amount of English.
See Secondary Commercial Subject Scale 1. (30420) 132422

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BIRKDALE HIGH SCHOOL
Birkdale Road, Dewsbury, West Yorks. WF13 4HQ
REF 688
Required for January 1985 a teacher of ENGLISH SCALE 1 to teach across the age and ability range, including preparation for the 16 plus English Language examination, in this 12 - 16 multi-cultural comprehensive school.
Letters of application giving full curriculum vitae and the names of two referees to the Head Teacher at the school as soon as possible. An equal opportunity employer. (30423) 132422

OXFORDSHIRE

COUNTY COUNCIL
OXFORD SCHOOL
Granville Road, Oxford OX4 3AU
(700 Boys, 13 - 18 years)
Required from January 1985, an experienced and enthusiastic English graduate to join a strong department of four full-time specialists plus other staff who is capable of teaching across the ability range from Sixth Form work to Communications courses in the 4th and 5th year. Although the appointment will be temporary in the first instance, a Scale 2 is available for an appropriately qualified applicant.
Apply by letter with curriculum vitae, s.a.e. and names and addresses of two referees to the Headteacher as soon as possible, on receipt of which further details will be provided. (30474) 132422

VSO

English Language teachers are needed to work overseas.
For details see VSO advertisement in overseas section. (30461) 132422

WIGAN

METROPOLITAN BOROUGH OF WIGAN
CARDINAL NEWMAN R.C. HIGH SCHOOL
Derby Lane, Hindley, Wigan WN2 3DP
Tel: Wigan 55569
11 - 16 Mixed Comprehensive
Required for 5th November, 1984.
TEMPORARY TEACHER OF ENGLISH Scale 1 to 'O' level, during maternity leave of permanent member of staff.
Application forms and further particulars available from and returnable to the Headteacher at the School (s.a.e. please) by 19th October 1984. Ref. A40. (30969) 132422

WORCESTER

THE KING'S SCHOOL
Worcester
Required for January 1985 a well-qualified graduate to teach ENGLISH throughout the school. Ability to help with games and other out-of-school activities an advantage.
For further details, write to the Headmaster's Secretary, The King's School, Worcester WR1 2LH, enclosing a stamped, addressed envelope. (43389) 132422

Geography

Scale 2 Posts and above

HEREFORD & WORCESTER

COUNTY COUNCIL
SOUTH BROMSGROVE HIGH SCHOOL
Charford Road, Bromsgrove, Worcestershire B60 3NL
Required from 1st January, 1985, if possible, Scale 2 Teacher of Geography, the post arises because of promotion. A well qualified graduate with good aspirations is sought and a promoted post is available for a person with the right experience.
Please apply direct to the Headteacher, by letter, without delay. (43118) 132620

HERTFORDSHIRE

BEDWELL SCHOOL
Telford Avenue, Stevenage, Herts. SG2 0AN
Group 11, Mixed Comprehensive School
Required for January, 1985 an experienced graduate to teach GEOGRAPHY to 'A' level and GEOLOGY to 'O' level. The post carries a SCALE 2 allowance. An interest in fieldwork and a willingness to share in the planning of the geography curriculum throughout the school are essential.
Apply by letter to the Headmaster at the school enclosing a full curriculum vitae and the names and addresses of two referees. (07398) 132620

Scale 1 Posts

BERKSHIRE

THE DOWNS SCHOOL
Compton, Nr Newbury, Berks.
NOR: 526 Comprehensive 11 - 16
Required from January 1st, 1985 Teacher of Geography, Scale 1, to teach all levels of ability.
Further information and application forms from The Headmaster, (Tel: Compton 213).
Closing date: 17th October, 1984.
An Equal Opportunity Employer. (30837) 132622

DORSET

GLENMOOR SCHOOL FOR GIRLS
Beswick Avenue, Ensbury Park, Bournemouth
(690 on roll)
Required January 1985 Temporary appointment for two terms of, a well qualified teacher of Geography (Scale 1) to teach throughout the age and ability range (G.C.E. 'O' level and C.S.E. exams are taken).
Apply immediately by letter to the Headteacher giving c.v. and the names and addresses of two referees. (30649) 132622

EALING

LONDON BOROUGH
EDUCATION SERVICE
TWYFORD CHURCH OF ENGLAND HIGH SCHOOL
Twyford Crescent, Acton, London W3 9PP
(Roll 700)
12 - 18 Mixed Voluntary Aided Comprehensive
Required for January 1985, or as soon as possible thereafter, a Teacher of Geography, Scale 1, to assist in an expanding department and to teach across the age and ability range, up to and including 'A' level. The successful applicant should be able to offer another subject, e.g. History, English or Economics and be in sympathy with the aims of a Church of England school.
The appointment will initially be for two terms with a possibility of becoming permanent.
London Weighting: £987.
Application forms and further details are available by telephoning the school - 01-992 5566, Ext. 2568.
Closing date: 19th October, 1984. (30639) 132622

ESSEX

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
(Roll 1435)
GEOGRAPHY, Scale 1
Required January, specialist to teach Geography 11 - 18 and Integrated Studies in Lower School.
Apply to Headteacher by letter with c.v. and names of two referees (foolscap s.a.e. please). (30842) 132622

HERTFORDSHIRE

LANGLEYBURY SCHOOL
Hunton Bridge, Nr Kings Langley, Watford
Required January, qualified (full) teacher of Geography to O level with possibility of A level work to cover for teacher reserving the right to return from pregnancy.
Apply by letter to Headmaster enclosing curriculum vitae and names and addresses of two referees. (07383) 132622

SURREY

EDUCATION COMMITTEE
BISHOP FOX SCHOOL
Walton Road, West Molesey, Surrey
12 - 16 Mixed Comprehensive 360 NOR
Required as soon as possible until August 1985. Temporary Scale 1 Teacher of GEOGRAPHY up to 'O' level and CSE. Some English teaching up to age 15 also involved.
Forms and further details from the Headteacher. Tel: 01-979 8334. (30996) 132622

History

Heads of Department

CUMBRIA

COUNTY COUNCIL
KIRKBY STEPHEN GRAMMAR SCHOOL
Christian Head, Kirkby Stephen CA17 4HA
11 - 18 Group 8 Mixed comprehensive. NOR 432
Required for Jan. 1985, or a.s.a.p. thereafter, Head of History Scale 3. Experienced and well qualified teacher to be responsible for organising and teaching of History throughout school, up to CSE and GCE 'O' & 'A' level. The history syllabus in the school is based on the Schools Council History Project 13 - 16 and the person appointed will be expected to be committed to this approach.
Letters of application including full c.v. and names and addresses of 2 referees to the Head at the School by 12th October 1984. (30721) 132618

DUDLEY

METROPOLITAN BOROUGH
EARLS HIGH SCHOOL
Grammar School Lane, Halesowen, West Mids. B63 3SL
(12 - 16 co-ed, comp. Group 10)
Required January, HEAD of HISTORY (Scale 3). Applicants must be in sympathy with the Schools Council Project approach.
Details/application forms from and returnable to the Headteacher by 15th October. (30261) 132618

ESSEX

COUNTY COUNCIL
HEAD OF HISTORY - Scale 3 plus London Fringe Allowance £258
ST. ANSELM'S SCHOOL (R.C.)
Ghyllgrove, Basildon, Essex SS14 2LA
Roll: 750
Required for January, experienced graduate to lead flourishing Department. Catholic preferred. School run by De la Salle Brothers.
Letter and CV with names of two referees to Headmaster. (foolscap S.A.E.). (30734) 132618

Scale 2 Posts and above

DUDLEY

METROPOLITAN BOROUGH
EARLS HIGH SCHOOL
Grammar School Lane, Halesowen, West Mids. B63 3SL
(12 - 16 co-ed, comp. Group 10)
Required January TEACHER of HISTORY (Scale 2) in this flourishing department. Sympathy with Schools Council Project work essential. Well established courses to 'O' and CSE levels.
Details/application forms from and returnable to the Headteacher by 15th October. (30260) 132620

TEACH ON EXCHANGE IN USA

All subjects see Overseas appointments. (09558) 132620

Scale 1 Posts

EALING

LONDON BOROUGH
EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road, Hanwell, London W7
Age range 12 - 19 Number on roll 1150
Required for January 1985 a graduate to share in the teaching of History throughout the school, including the 6th Form. Candidates interested in making a contribution to the development of General Studies would be particularly welcomed; other candidates, however, will be considered. They are asked to state any subsidiary subject and any contribution to Games and/or out-of-school activities.
London Allowance £987.
Application forms from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE please), to be returned by 19 October 1984. (30638) 132622

NORTHAMPTONSHIRE

NORTHAMPTON SCHOOL FOR GIRLS
Spinney Hill Road, Northampton NN3 1DG
Comprehensive upper school for girls, age range 13 - 18 years
Number on roll 810 Sixth form 122
Required for December 3 1984 or January 1985 - temporary teacher of History (Scale 1) to cover maternity leave.
Application form (SAE) from the Headmistress. (30628) 133232

SOLIHULL

EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Cholmeley Wood, West Midlands B36 0UE
Tel: 021-770 6811
TEMPORARY TEACHER OF HISTORY SCALE 1
Required for January 1985 in this 11 - 16 all-ability school for two terms only in the first instance.
A strong interest in integrated studies for first year pupils is essential.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (30740) 132822

SURREY

COUNTY COUNCIL
GODALMING COLLEGE
See under Sixth Form Colleges. (30292) 132822

Home Economics

Heads of Department

HILLINGDON

LONDON BOROUGH OF HILLINGDON
HAYES MANOR SCHOOL
Wood End Green Road, Hayes, Middlesex UB3 2SE
(Number on roll; 946 - 85 in 6th form)
Headteacher: F. Lawrence, B.Sc.
HEAD OF ECONOMICS - SCALE 3
Required, for January 1985, an experienced teacher to take charge of a successful department. As well as general education for all junior pupils the department provides examination courses to C.S.E., 'O' and 'A' Level, as well as contributing to C.&G. Foundation Courses. An interest in health education and in the further development of vocational courses is essential.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing Date: Tuesday 16th October 1984.
Outer London Allowance Payable. (38687) 133018

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Hailsham Avenue, Longbenton, Newcastle upon Tyne NE12 8ER
Headteacher: Mr J. Burn, J.P., B.Sc., M.Ed.
Required for 1st September, 1985. Scale 3 HEAD of HOME ECONOMICS to develop the subject throughout the School including courses leading to C.S.E. and 'O' level.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible. (06156) 133018

Scale 2 Posts and above

NORFOLK

ALDERMAN PEEL HIGH SCHOOL
Market Lane, Wells-next-the-Sea, Norfolk NR23 1RB
Group 8 All-ability 11 - 16 years No. on Roll 550
SCALE 2 TEACHER OF HOME ECONOMICS
Required for January 1985, to teach to C.S.E. and G.C.E. 'O' level.
Application forms and further particulars (s.a.e. please) from Area Education Office, 7 Park Lane, North Walsham, Norfolk NR28 0BQ.
Closing date 19th October 1984. (30807) 133020

Scale 1 Posts

BUCKINGHAMSHIRE

BEACONSFIELD/CHILTERN AREA
EVREHAM SCHOOL
Swallow Street, Iver, Bucks SL0 0HS
Head D.C. James, B.A., B.D.
Required for January 1985 an experienced and well-qualified teacher of Home Economics, ability to offer Needlework an advantage.
Application form available from the Headteacher on receipt of SAE please. (06165) 133022

DUDLEY

METROPOLITAN BOROUGH
CRADLEY HIGH SCHOOL
Homer Hill, Halesowen, West Mids. B63 2UP
Required 1st January, to 31st August, 1985, TEACHER OF HOME ECONOMICS, for two terms in the first instance. The post offers excellent experience in the recently completed C.D.T. block of this new purpose-built comprehensive school. Experience of 'O' level teaching an advantage.
Application forms (on receipt of s.a.e.) from and returnable to the Headteacher by 19th October. (30254) 133022

ESSEX

WESTCLIFF HIGH SCHOOL FOR GIRLS (GRAMMAR)
Kenilworth Gardens, Westcliff-on-Sea SS0 0BS
Tel. Southend 76036
(Roll 850; 250 in Sixth Form)
HOME ECONOMICS SCALE 1
Required January, enthusiastic teacher to share work of department. Needlecraft to 'O' level, 'A' level Home Economics possible to suitable qualified applicant.
Apply by letter to the Headteacher giving curriculum vitae and names and addresses of two referees (foolscap s.a.e. please). (30859) 133022

HEREFORD AND WORCESTER

COUNTY COUNCIL
BISHOP PEROWNE HIGH SCHOOL
Barbourne Road, Worcester WR1 1RZ
Required from Spring Term, 1985, teacher of Home Economics to teach the subject to Fifth Year examination level. Experience in teaching Child Care and a willingness to assist in teaching Girls' Games would be an advantage as would sympathy with the ethos of this Church of England Voluntary (Aided) School. Scale 1 post.
Application forms and further details are available from the headmaster on receipt of a foolscap s.a.e. (43119) 133022

Unless otherwise stated the following posts are required for January 1985, forms and details are available from the Head of the school on receipt of S.A.E. Closing date: 19th October 1984.

PRIMARY: HEADSHIP

SUTTON-ON-SEA COUNTY PRIMARY SCHOOL, Station Road, Sutton-on-Sea, Mablethorpe LN12 2HU. NOR 188 – Group 4
Headteacher required for April 1985. S.a.e. for application form and details to: Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN

PRIMARY: DEPUTY HEADSHIP

GRANTHAM ISAAC NEWTON COUNTY SCHOOL. NOR 280 – Group 5
Required from Spring Term 1985, enthusiastic and experienced teacher initially to take responsibility for vertically grouped class of 3rd and 4th year juniors. Applicants should state curricular interests. Further particulars and forms from the Acting Divisional Education Officer, at the address below.

PRIMARY: SECOND MASTER/MISTRESS

SLEAFORD WILLIAM ALVEY'S CE (CONTROLLED) SCHOOL. NOR 418 – Group 7
Required from Spring Term 1985. Successful candidate will be a member of the senior management team at this junior school. Further particulars and forms for the above two posts from the Acting Divisional Education Officer, PO Box 2, Council Offices, Eastgate, Sleaford, Lincs.

SECONDARY: SCALE 1 POSTS

THE GEORGE FARMER SECONDARY SCHOOL, Penny Hill Road, Holbeach, Spalding, Lincs. PE12 7PU. NOR 590.
METALWORK AND ENGINEERING – Teacher required, with an ability and interest to help to develop Craft, Design and Technology courses throughout the school.

LINCOLN YARBOROUGH HIGH SCHOOL, Riseholme Road, Lincoln. NOR 1100.
SCIENCE – Assistant teacher required. Able to offer Biology throughout the Upper School, General Science in the Lower School and some contribution to the teaching of Chemistry.
Closing date: 22nd October 1984.

BOURNE COUNTY SECONDARY SCHOOL, Edinburgh Crescent, Bourne, Lincs. NOR 648.
HISTORY – With some Geography, required for Spring Term 1985.

LINCOLN CHRIST'S HOSPITAL (VA) SCHOOL, Wragby Road, Lincoln. NOR 1400.
ENGLISH & DRAMA – Temporary teacher required for the Spring and Summer terms 1985, to replace teacher on secondment.
Closing date: 22nd October 1984.

CHERRY WILLINGHAM COMPREHENSIVE SCHOOL, Croft Lane, Cherry Willingham, Lincoln LN3 4JP. NOR 466.
NEEDLECRAFT – With some Home Economics, temporary teacher required whilst teacher is on maternity leave.
Closing date: 22nd October 1984.

DE ASTON SCHOOL, Market Rasen. NOR 1067 including 200 in Sixth Form.
ENGLISH – Temporary part-time teacher required for 1st November 1984, in this 11-18 Comprehensive School. Apply by letter with CV and names and addresses of two referees to Acting Headmaster Mr. R. J. Brennan.

PRIMARY: SCALE 2 POST

MABLETHORPE COUNTY PRIMARY SCHOOL, High Street, Mablethorpe, Lincs. LN12 1EW. NOR 229 – Group 5.
A capable, experienced teacher required for top infant/lower junior vertically grouped class to work as a member of a team of three. Ability to play the piano and an interest in Infant Maths is required.

PRIMARY: SCALE 1 POST

NORTH HYKEHAM ALL SAINTS CE PRIMARY SCHOOL, Moor Lane, North Hykeham. NOR 200.
Assistant teacher required, enthusiastic and dedicated, to teach top Infants/lower Juniors. Experience in working an integrated day essential. Keen interest in PE and Games an advantage.
Closing date: 22nd October 1984.

Lincolnshire County Council

SECONDARY HOME ECONOMICS
continued

ISLE OF WIGHT
MEDINA HIGH SCHOOL
Fairlee Road, Newport, Isle of Wight PO30 2DX
Age range 13 - 18 years 1229 on roll
Required for January 1985 to cover maternity leave of a member of staff, TEACHER for HOME ECONOMICS (Scale 1). Ability to teach cookery and nutrition to GCE 'O' and 'A' level would be advantageous.
Application forms and further details (s.a.e.) from the Headmaster at the school, to whom completed forms should be returned by 19 October 1984. (30154) 133022

NORTH YORKSHIRE
COUNTY COUNCIL
ALLERTONSHIRE SCHOOL
Brompton Road, Northallerton DL6 1ED
11 - 14 Comprehensive
Required for January 1985, teacher of HOME ECONOMICS/FORM TUTOR, Scale 1, with a particular interest in working with the younger secondary pupil. Candidates should note that the school does place a strong emphasis on the role of the Form Tutor and that this should be reflected in their application.
Apply immediately by letter (no forms) to the Headmaster at the school giving full curriculum vitae and the names and addresses of two referees. It is anticipated that interviews will be held on 17 October 1984 and applicants who have received no communication before that date must assume that they have been unsuccessful on this occasion. (38641) 133022

SUFFOLK
NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9PZ
11 - 16 Mixed Comprehensive roll 1030
Required, as soon as possible, Scale I Teacher of Home Economics with Child Care; a temporary appointment initially to replace a permanent member of staff taking maternity leave, possibility of a permanent post later.
Apply immediately by letter with Curriculum Vitae and the names and addresses of two referees to the Head at the School.

SAMUEL WARD UPPER SCHOOL
Chalkstone Way, Haverhill
(Mixed Comprehensive 13 - 18: 870 on roll: 120 in Sixth Form)
Required for January, 1985, Scale 1 teacher for Home Economics in this purpose built Upper School.
The Haverhill local housing authority is prepared to give sympathetic consideration to the provision of housing for teachers.
Application forms and further details available from the Headmaster at the School (stamped addressed envelope, please) to whom they should be returned as soon as possible. (43170) 133022

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1985
MORETON SCHOOL
HOME ECONOMICS Scale 1
Able to teach the full range of subjects including Domestic Science, Needlework and Child Development.
This is a community comprehensive school for boys and girls aged 11 - 18 on a prominent site overlooking the countryside of Staffordshire and Shropshire.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (30419) 133022

Humanities

Scale 2 Posts and above

EAST SUSSEX
PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade, Brighton BN4 2WS
Comprehensive mixed, 11 - 18, Roll: 1,450
Required from January 1985: a Lower School Humanities Co-ordinator (Scale 2) to organise and develop a programme of integrated humanities studies for 11 - 13 age groups.
The Lower School is on its own site.
Relocation grants available in approved cases. Application forms from and returnable to (SAE please) the Principal. (43111) 133220

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AX
Head Teacher: E.J.M. Lawn
Number on roll: 628 (65 VI)
TEACHER OF HUMANITIES, Scale 2
Required: JANUARY 1985. A Catholic Teacher of Humanities, to teach History, Social Studies and Religious Education in this 11 - 19 Catholic Comprehensive School, serving a multicultural community. Candidates should be willing to contribute to the development of an integrated approach in Year 1 - 3, and introduce new initiatives to match the needs of young people in a changing society.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 16th October 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An equal opportunity employer. (07356) 133220

Scale 1 Posts

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL
Acacia Road, Mitcham, Surrey CR4 1SF
Tel: 01-648 6627
Acting Headteacher: Mr. D. Dunham
Age Range: 13/18 years
No. on Roll: 550.
From January 1985. Temporary assistant teacher Geography/Humanities. Scale 1 or 2 available for suitable applicant.
CLOSING DATE: 19th October, 1984.
Application form and further particulars of the post are available from the Acting Headteacher at the above address. Please enclose a stamped addressed envelope. (30297) 133222

NORTHAMPTONSHIRE
DAVENTRY GRANGE COMPREHENSIVE SCHOOL
Badby Road, Daventry, Northants. NN11 4HJ
Required from 1st January 1985 in this co-educational 11 - 18 school a well qualified, enthusiastic TEACHER OF HUMANITIES, Scale 1. The successful applicant would be expected to assist in the teaching and development of Environmental Studies and Social Studies examination courses in Years 4 and 5 as well as interdisciplinary courses in the Lower School.
The departmental team consists of eight specialists all of whom are expected to play a full part in curricular development, pastoral work and extra-curricular activities.
Application forms and further particulars can be obtained from the Headmaster. (30623) 133222

Mathematics

Heads of Department

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE SCHOOL
Woodside Road, Plaistow, E13
Head Teacher: Mr. M.J. Walton
Number on roll: 900
HEAD OF MATHEMATICS DEPARTMENT SCALE 4
Required: JANUARY 1985 an experienced and committed teacher of Mathematics is required to lead the Departmental team in this six-form entry, mixed, Inner Urban comprehensive school. Within the Science/Maths. Faculty. The Maths. Department run courses leading to 'A' and 'O' level, in Mathematics, Computer Studies and Statistics, and C.S.E. examinations. Much of the teaching is on a mixed ability basis.
LONDON ALLOWANCE £987 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by TUESDAY 16TH OCTOBER.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An equal opportunity employer. (07366) 133418

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
MANOR HIGH SCHOOL
(11 - 18 Mixed Comprehensive)
(1100 on roll: 80 in Sixth Form)
Required for January 1985
HEAD OF MATHEMATICS - Scale 4
Graduate Mathematician to lead well established and successful Department of 10 Specialist staff. Department provides courses leading to C.S.E., 'O' level, 16 plus, City and Guilds and 'A' level in Maths, Computing and Statistics. Proven abilities and successful classroom practice and leadership required.
Application forms and further details available from and returnable to Head Teacher, Friar Park Road, Wednesbury, West Midlands. Closing date 15th October 1984.
Canvassing of members of the Authority will disqualify.
An equal opportunity employer. (06158) 133418

SURREY
EDUCATION COMMITTEE
FULLBROOK SCHOOL
Selsdon Road, New Haw, Weybridge
(Roll 1156 Sixth Form 184)
Required January 1985. Graduate Head of Mathematics (Scale 4) to lead a strong and active department with a high rate of success in CSE, O and A level. This academic year there are about 60 students studying pure Mathematics, Further Mathematics and Statistics at A and S levels.
Further information and application forms are available from the Headmaster at the School. (Tel: Byfleet 49301/2). (30895) 133418

WARWICKSHIRE
MANOR PARK SCHOOL
Beaumont Road, Nuneaton CV11 5HJ
(12 - 16 mixed comprehensive, 775 on roll)
Required January 1985. Head of Mathematical Studies and Computer Education, Scale 4. An enthusiastic and industrious teacher with good organising ability is required. The capacity to view the subject in terms of the whole curriculum and its potential contribution to community studies would be welcomed.
Apply by letter to the Head of the school enclosing curriculum vitae and giving the names and addresses of two referees. Closing date 17th October, 1984. (30803) 133418

Scale 2 Posts and above

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AX
Head Teacher: E.J.M. Lawn
Number on roll: 628 (65 VI)
TEACHER OF MATHEMATICS, Scale 2
Required: JANUARY 1985. A Catholic teacher to join a successful department and to take an active role in teaching mathematics, statistics and computer studies in the 11 - 19, Catholic Comprehensive school, serving a multicultural community.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 16th October 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An equal opportunity employer.

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Wingfield Road, Trowbridge, Wiltshire
1300 pupils 11 - 18 mixed comprehensive school
Headmaster: K.D. Berry, J.P., B.A., F.R.S.A.
MATHEMATICS (Scale 2)
Required for January, a teacher of Mathematics capable of taking classes to 'O', 'A', and 'S' level. The Department has an excellent record of results in public examinations, and a scale 2 allowance is available for a suitably qualified and experienced candidate. An interest in, and an ability to teach, computer literacy to a wide age and ability-level would be a welcome, but not essential, qualification.
Application forms and further details of both the post and the school are available from the Headmaster (large S.A.E. please) at the school. Closing date for the receipt of completed applications is Wednesday 17 October. (30856) 133420

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
BISHOP CHALLONER R.C. BOYS' HIGH SCHOOL
Park Road West, Birkenhead, Merseyside L43 8SQ
11 - 18 (New School)
Required as soon as possible ASSISTANT TEACHER OF MATHEMATICS - SCALE 2. Ability to teach up to and including 'A' level Mathematics and 'O' level Computer Studies.
Apply by letter to the Headmaster as soon as possible enclosing full curriculum vitae and names and addresses of two referees. (43319) 133420

TEACH ON EXCHANGE IN USA
All subjects - see Overseas appointments. (09537) 133420

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1380)
Required from November 1984 - Assistant Teacher of Mathematics. Scale 1 plus £987 per annum Inner London Allowance.
Temporary post to cover for maternity leave.
Apply immediately in writing to the Headteacher, giving full curriculum vitae and the names and addresses of two referees one of whom should be your present or immediate past employer. (30725) 133422

BEDFORDSHIRE
NORTHERN AREA
ICKNIELD HIGH SCHOOL
Riddy Lane, Luton, Beds.
Headmaster: Mr H. Heggs, B.A.
Required for September 1984, a part-time 0.8 specialist teacher of Mathematics, Scale 1, up to 'O' level standard.
Application forms and further particulars are obtainable from and returnable to the Headmaster at the School, SAE please. (30722) 133422

BERKSHIRE
THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading, Berks.
NOR: 1520, 11 - 18 Comprehensive
Required for January, Scale 1, qualified Teacher for Mathematics Department.
Apply at once by letter to Headmaster (Mr R. Hadfield) at school including C.V. and stamped addressed envelope.
Closing date: 12th October, 1984.
An Equal Opportunity Employer. (30926) 133422

BERKSHIRE
WESTGATE SCHOOL
Cippenham Lane, Slough SL1 5AH
NOR: 545 Secondary
Required for January or earlier, a full time Teacher of Mathematics Scale 1 to join a department teaching to City and Guilds numeracy, C.S.E. and 'O' level.
The Maths Department also plays a major part in the Computer Syllabus in all years. The opportunity to take part in this will be open to a suitably qualified candidate.
This is a temporary post in the first instance until August 1985. Please send a letter of application stating second subject, C.V. and the name and address and telephone numbers of two referees, to the Headmaster.
Closing date: 19th October, 1984.
An Equal Opportunity Employer.

CORNWALL
EDUCATION COMMITTEE
LAUNCESTON COLLEGE
Dunheved Road, Launceston, Cornwall
Group No. 11
No. on Roll 1140, Sixth Form of 100
MATHEMATICS - Scale 1
An able and enthusiastic Mathematics teacher required to teach across the whole range of age and ability. This post will be vacant on a permanent basis from January 1985.
Application forms/further details/acknowledgement from Headteacher on receipt of S.A.E. (30175) 133422

EALING
LONDON BOROUGH EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford UB6 9RX
Teacher of Mathematics, Scale 1
Required for January 1985, a well qualified and experienced teacher of Mathematics to teach across the whole age and ability range of this eight-form-entry 12 - 18 years co-educational comprehensive school.
London Weighting £987.
Application forms from the Chief Education Officer, London Borough of Ealing, Hadley House 79/81 Uxbridge Road, Ealing, W5 5SU (SAE please) to be returned by 19th October 1984. (30640) 133422

ESSEX
COUNTY COUNCIL
TEACHER OF MATHEMATICS - Scale 1 plus London Fringe Allowance £258
ST. ANSELM'S SCHOOL (R.C.)
Gyhllgrove, Basildon, Essex SS14 2LA
Roll: 750
Required for January - Teacher of Mathematics, at all levels according to experience. Catholic preferred. School run by De la Salle Brothers.
Letter and CV with names of two referees to Headmaster. (foolscap S.A.E.). (30735) 133422

ESSEX
HEDINGHAM SCHOOL
Yeldham Road, Sible Hedingham, Halstead CO9 3QH
(Roll 1150)
Tel: 0787 60470
MATHEMATICS, Scale 1
Required January or earlier if possible. Strong department. 'A' level teaching possible. Permanent post, temporary considered.
Apply with c.v. and referees to Headteacher (foolscap s.a.e. please).

LAINDON SCHOOL
High Road, Laindon, Basildon SS15 6DD
(Roll 1205)
Tel: Basildon 45871
TEACHER OF MATHEMATICS, Scale 1
Required January 1985, Maths Teacher (Modern and Traditional), to CSE and 'O' level.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (43154) 133422

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey, Watford
Roll: 870 mixed all ability. 80 in 6th form, 5 form entry. See entry under Remedial Education. (07384) 133422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
NEWLAND HIGH SCHOOL
Cottingham Road, Hull
Head: Miss D.M. Nicholson, M.A.
Required in January 1985, a teacher of MATHEMATICS capable of teaching the subject throughout the school to at least Ordinary level in this comprehensive senior high school for girls of thirteen to eighteen.
An interest in computing and computer appreciation would be an advantage.
Further details and forms of application are available from the Head (S.A.E. please) and should be returned not later than 19th October, 1984. (30268) 133422

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES
WHITCLIFFE MOUNT SCHOOL
Turnsteads Ave., Cleckheaton, West Yorks BD19 3AQ
(Ref 689)
13 - 18 (1400 plus ... Form) Co-educational
Required from January for two terms only, ... ary graduate ... MATHEMATICS ... throughout the age range preferably ... aspect of the subject ... level.
Applicants should ... soon as possible ... details of ... academic background ... names of two referees ... Head Teacher ... further details of ... may be obtained ... Heaton (0274) 87...
An Equal Opportunity Employer. (30425)

KNOWSLEY
ST AUGUSTINE OF CANTERBURY ... COMPREHENSIVE ...
Longview Drive, ... Merseyside L36 ...
(822 Boys and Girls ... 11 - 17, SPA paid)
Required for ... 1985:
SCALE 1 Maths teacher.
Applications should be made by letter to the Headteacher at the school giving details of age, qualifications and experience, together with names of two referees, by 19 October 1984. ...

LONDON SW6
THE LONDON ORATORY SCHOOL
Seagrave Road, ... SW6 1RX
Tel: 01-385 0102
This is a voluntary-aided school in the trusteeship of the Fathers of the Oratory. There are 595 boys and 84 girls on roll including 275 in the sixth form. Girls are only admitted to the sixth form ...
Required as soon as possible or January ... Graduate Teacher of Mathematics throughout the school, including ... level. (Scale 1).
Applicants should submit a full curriculum vitae naming two referees by letter to the Headmaster by ... day, 22nd October ... (30458)

MANCHESTER
CITY OF MANCHESTER EDUCATION DEPARTMENT
TEACHER OF MATHEMATICS, Scale 1
NORTH MANCHESTER SCHOOL FOR GIRLS
Brookside Road, Moston, Manchester M10 ...
Required for January ... To teach throughout the school. An interest in ... ter Studies would be an advantage. The post is ... time permanent one but ... cants only able to ... terms teaching (i.e. ... August 1985) will be considered.
Application forms and further details from the ... teacher to whom they ... be returned as soon as possible.
An Equal Opportunity Employer. (30827)

NANTYGLO COMPREHENSIVE SCHOOL (14–18)
Required as soon as possible
TEMPORARY TEACHER
to share responsibility for teaching Girls Physical Education with special interest in Dance and Drama.
PONTLLANFRAITH COMPREHENSIVE SCHOOL (11–16)
Required for 1st January, 1985
COMPUTER STUDIES
To be reponsible for the subject and to teach Mathematics throughout the school. Scale 2 for suitable candidate.
Application forms available from: The Director of Education, County Hall, Cwmbran, Gwent NP44 2XG, on receipt of a stamped addressed envelope, should be returned to the Headteachers by 17th October, 1984.
(8664)
Gwent County Council

SUPPLY TEACHERS
Qualified and experienced teachers are invited to apply for inclusion on Harrow's list of casual supply teachers. The work will normally be covering for casual sickness but could be for longer periods. Applications from teachers of Sociology, Mathematics, Science, French ... C.D.T. would be particularly welcome. In some cases payment on Scale 2 rate may be possible. Previous applicants may reapply.
Application forms from and to be returned to:—
Civic Centre, PO Box 22, Harrow, Middlesex HA1 2ZU Telephone:— 01-863 5611 Ext: ...
Closing date 15th October, 1984.
Please enclose stamped addressed envelope.
Harrow Education

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£987 p.a.) is made in addition to the appropriate Burnham Salary scale.
JS denotes post suitable for job share (paired applications only) as well as full-time applications.
NJS denotes post not open to job share applications.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

DEPUTY HEADSHIPS

ENSHAM (SG)
Franciscan Road, Tooting, SW17 8HE
Tel 01-672 6626
Roll: 800
Acting Head: Mrs I. M. Wild
Required asap a substantive second Deputy Head (Group 11) with proven qualities of leadership and administrative experience. The main areas of responsibility are: Curriculum Development, Timetabling, Induction and Student Courses. All interested are invited into school on either Tuesday, October 9th or Tuesday, October 16th from 1.30 p.m. to meet senior staff. Proposals to amalgamate this school with one other are at present with the D.E.S. NJS.

GARRATT GREEN (SG)
Burntwood Lane, SW17 0AQ
Tel: 01-946 6201
Roll: 1,000
Headmistress: Mrs. S. Kay
Required from January 1985. Second Deputy Head (Group 12). Will share in the responsibility for all aspects of the school's development. Particular areas will be discussed and agreed in the light of the interests and strengths of the person appointed. This is a temporary post pending reorganisation. NJS

ST JOSEPH'S ACADEMY, RC (SB)
Trustees: The De La Salle Brothers
Lee Terrace, Blackheath, SE3 9TY
Tel. 01-852 7433
Roll: 1000
Headmaster: Brother Michael Davidson
Required from January 1985. Deputy Head (Group 11. The successful candidate will be a committed Catholic able to lead in curriculum and staff development and associated areas. Visits to the school are encouraged. Closing date 12th October. NJS.

ST THOMAS MORE RC (SM)
Footscray Road, Eltham, SE9
Tel: 01-850 6700
Roll: 540
Head: Miss M. Driscoll
Required from January, teacher to join the senior management team with the Head and First Deputy. Salary Group 9 D.H. Should be a committed Catholic with vision, enthusiasm and drive, willing to participate in all aspects of school management and able to make a positive contribution to the pastoral curriculum. Responsibilities will include curriculum development and timetabling. Application forms available from the Clerk to the Governors at the school. NJS.

ART

ERNEST BEVIN (SB)
Beechcroft Road, SW17 7DF
Tel: 01-672 8582
Roll: 1400
Headmaster: David Potter
Required asap a Scale 1 Art teacher with ability to teach Pottery in a well established department.

BUSINESS STUDIES

KINGSDALE (SM)
Alleyn Park, SE21 8SQ
Tel: 01-670 7575
Roll: 980
Headmaster: D. A. Crispin
Required asap Head of Business Studies (Scale 3). Will be responsible for the running of a department which teaches a variety of Business Studies options to the 4th, 5th and 6th year pupils.

COMPUTER STUDIES

DICK SHEPPARD (SM)
Tulse Hill, SW2 2QA
Tel: 01-674 9421
Roll: 900
Headteacher: Paul Farmer
Required from January 1985 a temporary teacher i/c Computer Studies (Scale 2) for two terms in the first instance, with the possibility of this being extended. The post, which arises from secondment, involves responsibility for a large range of equipment and courses up to and including A level.

SACRED HEART RC (SM)
Camberwell New Road, SE5 0RP
Tel: 01-274 6844
Roll: 670
Headmaster: James Hughes
Required from January 1985 Computer Studies Teacher Scale 3. Temporary position due to Reorganisation to be implemented in September 1985. Computer Studies is well established and popular within the school. It is hoped that the successful applicant will teach some Mathematics at 'O' Level standard.

ENGLISH
Head of Department

HIGHBURY GROVE (SB)
Highbury New Park, N5
Tel: 01-226 7993
Roll: 1460
Headmaster: L. J. Norcross
Required asap Head of English Department, Scale 4, to be responsible for the organisation of English teaching throughout the school. Courses lead to CSE, 'O', 'A' and 'S' levels. 6th Form courses are followed in conjunction with Highbury Fields Girls' School, and 'A' level classes are mixed. The acquisition and development of literacy skills is regarded as a vital precondition for the proper function of the creative imagination; and the general emphasis within the school is upon hard work and responsible behaviour.

Post of Responsibility

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1200
Headmaster: Brinley Morgan
Required from January 1985 or earlier, if possible: an experienced and enthusiastic teacher as Acting Second in Charge of English Department (Scale 3); vacancy for two years due to secondment to London University. JMB 'O' Language is offered in the 5th and 6th Year. The department was one of the originators of the South London CSE Mod 3, and is considering how to integrate Hargreaves' modules into this structure. RSA Practical Communications Profile in 6th Year. The successful applicant would be expected to take an active role in developing the curriculum in Years 1 and 2. (Re-advertisement: all previous applicants will be automatically re-considered.)

GEOGRAPHY

BISHOP CHALLONER RC (SG)
Lukin Street, Commercial Road, E1 0AB
Tel: 01-790 3634
Roll: 800
Headmistress: Sister Mary Berchmans
Required from January 1985. Second in Geography Department Scale 2. A well-qualified and experienced Catholic to teach across the full ability range to CSE 'O' and 'A' level. Apply by letter to the Headmistress.

HEADS OF DEPARTMENT
Home Economics

BISHOP CHALLONER RC (SG)
Lukin Street, Commercial Road, E1 0AB
Tel: 01-790 3634
Roll: 800
Headmistress: Sister Mary Berchmans
Required from January 1985. Head of Home Economics, Scale 3 to organise the department and teach across the full ability range to CSE, 'O' and 'A' level — and be interested in curriculum development. Preference will be given to practising Catholics.

ST MICHAEL'S RC (SM)
John Felton Road, SE16 4UN
Tel: 01-237 6432
Roll: 620
Required asap. Head of Home Economics/Textiles Department — Scale 3 (Temporary Post until July 1985) to lead a team of 3 people, including one other Home Economics and one Textile Teacher. Must be prepared to support the teachings of the Catholic Churh. The school has high standards of discipline an appearance which staff are expected to support.

Scale 1 Post

PARLIAMENT HILL (SG)
Highgate Road, NW5 1RL
Tel: 01-485 7077
Roll: 1170 with mixed VI Form of 430
Headmistress: Ms M. Healy
Required from January 1985 Home Economics Teacher Scale 1 will also be tutor. Home Economics is a well established subject in this school. Courses are jointly developed by an experienced team of teachers and there are real opportunities for innovation. (JS)

MATHEMATICS
Head of Department

MARIA FIDELIS CONVENT RC (SG)
34 Phoenix Road, NW1 1TA
Tel: 01-387 3856
Roll: 900
Headmistress: Sister Fidelis Gaine
Required from January 1985 Head of Mathematics Department Scale 4. Department of six offering courses to CSE and O Level. A level is taught with the Euston consortium. The SMP 11-16 scheme has been introduced into the First and Second Years and should be in use throughout the school by 1987. Preference will be given to committed Catholics.

Scale 1 Posts

ABBEY WOOD (SM)
Eynsham Drive, Abbey Wood, SE2
Tel: 01-310 9175
Roll: 1000
Required immediately: temporary full-time teacher of Maths (offering Computer Studies an advantage) to cover for secondment until July 1985.

HYDEBURN (SM)
45 Chestnut Grove, SW12 8JZ
Tel: 01-673 8737
Roll: 900
Acting Headmistress: Mrs. M. J. Boden
Required from January 1985 or asap. Scale 1 Maths Teacher. Ability to teach all ages ranging up to examination level. Interest in Computer Studies and Lower School Science an advantage but not essential. JS.

MODERN LANGUAGES
Head of Department

LANGDON PARK (SM)
Byron Street, E14 0RY
Tel: 01-987 4811
Roll: 800
Headmaster: P. L. T. Andrews
Required from January 1985, Scale 3 Temporary Head of French. This maternity leave vacancy is offered, for the Spring Term only. French is currently taught to C.S.E. Level. Mixed-ability throughout, with Eclair in lower school supplemented with 'Action' in 3rd year 'Communications' in upper school.

Scale 1 Post

MORPETH (SM)
Morpeth Street, E2 0PX
Tel: 01-981 0921
Roll: 1200
Headmaster: D. George
Required asap a well-qualified teacher Scale 1 for Spanish and French up to GCE 'O' Level. ILEA course CLARO and ECLAIR used in lower school. JS.

Part-time Post

BACON'S (SM)
Delaford Road, SE16
Tel: 01-237 5243
Roll: 925
Acting Head: Miss L. Davenport
Required asap part-time French Teacher (0.5) Sessions are Monday afternoon, all day Wednesday, all day Friday. Letter of application and cv together with names and addresses of two referees should be sent to the Acting Head. NJS.

RELIGIOUS EDUCATION
Head of Department

ST GEORGE'S RC (SM)
Lanark Road, Maida Vale W9
Tel: 01-328 0904
Roll: 700
Headmaster: P. Martin
Required from January 1985. Head of Religious Education: Scale 4. An experienced teacher of genuine commitment to fill this key post. Should be willing to play a significant part in the spiritual and moral development of the school as well as the organisation of retreats and school liturgies. Well established courses exist to CSE and OCE 'O' and 'A' level examinations. Letters of application with cv and names of two referees should be forwarded to the Headmaster.

Post of Responsibility

HENRY COMPTON (SB)
Kingwood Road, Fulham Palace Road, SW6 6SN
Tel: 01-381 3606/7
Roll: 800
Headmaster: D. E. A. Chant
Required from January 1985, a second in charge of Religious Education (Scale 2). Will play a major role in the running of the department and will have particular responsibility for assisting in the implementation of the new syllabus. JS.

Scale 1 Post

ST GEORGE'S RC (SM)
Lanark Road, Maida Vale, W9
Tel: 01-328 0904
Roll: 700
Headmaster: P. Martin
Required from January 1985. Teacher of Religious Education Scale 1. An enthusiastic and committed teacher to join a well established department. Should be prepared to teach throughout the school. Letter of application with c.v. and names of two referees should be forwarded to the Headmaster.

SCIENCE
Head of Department

HIGHBURY GROVE (SB)
Highbury New Park, N5
Tel: 01-226 7993
Roll: 1460
Headmaster: L. J. Norcross
Required asap. Graduate to lead a large Science Department, Scale 4. Will have had experience of organising a Science Department and will have taught the full ability range up to and including 'A' level. The school stresses high standards of attainment and behaviour and co-operates at 6th form level with Highbury Fields (SG) School.

Scale 1 Posts

CAMDEN SCHOOL FOR GIRLS (SG)
Sandall Road, NW5 2DB
Tel: 01-485 3414
Roll: 720-200 in Sixth Form
Headmistress: Mrs. C. M. Handley
Required from January 1985 a Biology Teacher to share in the teaching of Biology throughout the school (including A.L. work). This is a temporary post for the Spring and Summer terms, though there might be the possibility of a permanent post becoming vacant. Please apply to the Headmistress, enclosing a full c.v. and the name of two referees or a copy of a recent testimonial.

HABERDASHERS' ASKE'S HATCHAM BOYS' (SB)
Pepys Road, SE14 5SF
Tel: 01-639 0470
Roll: 530
Headmaster: G. J. Walker
Required from January 1985. Biologist Scale 1 to teach Biology throughout the School and General Sciences in years 1 and 2. Willingness to help with the Games and with the extra curricular life of the School would be a distinct advantage.

SPECIAL NEEDS

BISHOP CHALLONER RC (SG)
Lukin Street, Commercial Road, E1 0AB
Tel: 01-790 3634
Roll: 800
Headmistress: Sister Mary Berchmans
Required from January 1985. Head of Special Needs, Scale 3. Applicants should be well-qualified and experienced, capable of continuing the development of special needs provision across the curriculum. Preference will be given to committed Catholic. Apply by letter to the Headmistress.

PRIMARY SCHOOLS

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:—

JOHN RUSKIN (I)
John Ruskin Street (Walworth Road) SE5 0PQ
Vacant 1 January 1985. Roll 98 plus 91 p/t nursery plus 9 language disordered unit. Burnham Group 4.

MULGRAVE (I)
Rectory Place (Wellington Street), SE18 5DA
Vacant now. Roll 120. Burnham Group 3. Open plan building.

OLD FORD (I)
Wrights Road, E3 5LB
Vacant now. Roll 174 plus 30 f/t and 29 p/t nursery. Burnham Group 4.
Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for the return of completed forms 19 October.

DEPUTY HEADSHIPS

ROTHERFIELD (I)
Rotherfield Street, Islington N1
Tel: 01-226 6620
Group 4 with Nursery Class
Headmistress: Mrs. M. Willey
Required asap. Deputy Head to join well informed team. Applicants should be committed to the idea that observation of children is the starting point for engaging in and directing a child's activities. Re-advertisement. Previous applications will be considered unless withdrawn by applicants. NJS.

ST JUDE'S & ST PAUL'S CE (JM&I)
King Henry's Walk, N1 4NL
Tel: 01-254 5598
Roll: 170
Headmaster: Ashley Price
Required from January 1985. An experienced and enthusiastic teacher for the post of deputy head. Successful applicant would be expected to take an active role in curriculum development for children 4 to 11 years. Applicants must be a committed Christian or be in sympathy with church school aims. Visits essential. S.A.E. (SPA).

Posts of Responsibility

CHARLOTTE SHARMAN (JM&I) (SPA)
West Square, SE11 4SN
Tel: 01-735 5509
Group 4
Required asap. Well organised Teacher Scale 2 with good classroom management and organisational skills. The wider curriculum — for Social and Environmental Studies throughout the School. Interest in P.E. & Sports an advantage. Visits essential. Previous candidates will be considered. AT Re-advertisement.

HUGH MYDDLETON (JM)
Myddleton Street, EC1R 1YJ
Tel: 01-278 6074
Roll: 122
Acting Headmaster: R. Eke
Required from January 1985. Class teacher Scale 2 to join enthusiastic staff to promote science and mathematics, within a broad curriculum springing from childrens' direct experience. Visits. JS.

NETLEY (JM&I)
30 William Road, NW1 3EN
Tel: 01-387 6601
Roll: 200
Headmistress: Ms C. Brogan
Required from January 1985, for Scale 2 post: Physical Education. An enthusiastic teacher with experience of the younger age range to co-ordinate games, movement and dance throughout the school. Visits essential.

OUR LADY OF THE SACRED HEART RC (JM&I)
Eden Grove N7 8EN
Tel: 01-607 3407
Roll: 390
Headmistress: Miss K. T. Gillie
Required from January 1985 (1) Scale 2. An experienced teacher holding the Catholic Teachers Certificate for a middle/lower junior mixed ability class to take responsibility for the development of (a) a community of faith and prayer in the school; (b) school/parish/home links, (c) to help fulfil our aims as a multi-cultural community as set out in our Anti-racial policy statement.
(2) An experienced and effective Scale 2 teacher for a middle/lower junior mixed ability class to take responsibility for Maths and Science in the junior school. Applicants should be interested in using computers as an aid to problem solving and investigatory work. They need to have ability to lead workshops and show general good practice in their classrooms. Practising Catholics preferred.

RHYL (JM&I)
Rhyl Street, NW5
Tel: 01-485 4899
Roll: 400
Headmistress: Mrs. V. Melbourne
Required from January 1985 a competent and enthusiastic infant class teacher Scale 2 to be responsible for developing a whole school computer policy and continuing the support of a well resourced AVA programme in both the infant and junior departments. Must be able to demonstrate good integrated classroom practice which embraces the philosophy that children learn best through direct observation and exprience. He/she must be able to offer a multicultural anti-sexist approach to the curriculum. SPA.

Post of Responsibility

ST GEORGE'S (HANOVER SQUARE) (JM&I)
South Street, W1
Tel: 01-629 1196
Roll: 195
Headmaster: M. Lothian
Required from January 1985. Enthusiastic and experienced teacher Scale 2 with responsibility for Infants. Sound knowledge of curriculum developments essential. Committed Christain preferred. Visits essential.

ST SAVIOURS CE (JM&I)
Shirland Road, W9
Tel: 01-286 6414
Roll: 60
Headmistress: Bertha Hardie
Required from January 1985. Experienced and enthusiastic teacher, Scale 2, to be responsible for Language, including E2L and library. Applicants should be prepared to work with the full primary age range.

Part-time Posts

HOLY TRINITY CE (JM&I)
Sedding Street, Sloane Street, SW1
Tel: 01-730 5320
Roll: 163
Headmaster: J. Riley
Required asap (0.5) teacher, time negotiable. Experienced teacher for extension work in this school with a multi-ethnic intake. Re-advertisement. NJS.

ST ANNE'S RC (JM&I)
363 Kennington Lane, SE11
Tel: 01-735 4516
Roll: 260
Headteacher: A. J. Palrman
Required asap. Part-time (0.5) teacher to help with reading development and ESL work throughout the Junior Department. In addition to Group Work, will be required to work with class teachers within the context of the classroom and the curriculum. Please telephone to arrange a visit. NJS.

NURSERY EDUCATION

HEADSHIPS

Applications are invited from teachers with training and experience in nursery education for the following headships —

AINSWORTH (N)
47 Acklam Road, W10
Vacant now. Roll 42 f/t and 20 p/t. Burnham Group 1

SHERBORNE (N)
Priestly House, Athlone Street, Kentish Town, NW5
Vacant now. Burnham Group 1.
Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for the return of completed forms 19 October.

Post of Responsibility

ALLEN EDWARDS (I)
Studley Road, SW4 6RP
Tel: 01-622 4045
Roll: 120 + 60 part time am/pm Nursery
Headmistress: Mrs J. E. Welch
Required from January 1985. Experienced Nursery teacher Scale 2. Responsibility for home/school liaison. Well equipped Nursery serving multi-cultural community. Visits essential.

SPECIAL EDUCATION

Post of Responsibility

UNATTACHED TEACHER OF CHILDREN AGED 16-19 IN SCHOOLS FOR MENTALLY HANDICAPPED ESN(S)
Required January 1985 Scale 3 teacher (NOSSA) for unattached post in school for ESN(S) children to provide direct help for schools with children aged 16-19. This demanding role calls for an experienced teacher of the mentally handicapped. Application forms from and returnable to the Education Officer EO/TS5, Room 71, County Hall, SE1 7PB (sae). Re-advertisement.

Scale 1 Post

TEACHERS — SCALE 1 + SSA
Required asap teachers for a limited number of vacancies in special schools for children with severe learning difficulties. Applicants should hold an initial specialist teaching qualification in the area of special needs and have experience, although these posts could be suitable for teachers seeking their first appointments. Application forms from and returnable to: EO/TS5, Room 71, County Hall, SE1 7PB. (SAE).

OTHER APPOINTMENTS

AFRO-CARIBBEAN EDUCATION RESOURCE PROJECT
Materials Development Officer — Salary Equivalent to Burnham Scale 3
A teacher is required to undertake and continue development of materials for pupils in junior schools and the early years of Secondary Schools. This officer will collaborate with other members of the team in devising good quality multi-cultural and anti-racist learning materials.
Flexibility in approach, proven ability in materials production and knowledge of language development are important qualities of this work.
Since ACER is a community-based project the terms and conditions of work reflect this in the commitment to evening meetings, a 35 hour week and six weeks holiday a year.
The project is currently funded until 31 August 1986 and it is therefore a two year post in the first instance.

EASTGATE INTERMEDIATE TREATMENT CENTRE
131 St Johns Way N19
Teacher-in-Charge: Jane Linklater
Required asap Scale 3 teacher. The teacher will be placed at Eastgate I.T. Centre where he/she will join two full time social workers and a Project Leader. The Centre is set up to work with young people seriously at risk of inappropriate residential care or custody. Candidates should have sound teaching experience, an understanding of the emotional needs of troubled young people, commitment to a multi-disciplinary team. Prior visits are essential. Contact Jane Linklater at Eastgate on 01-263 6827. Closing date Friday 12th October. Application form and job description available from: Ian Morley, ILEA, Divisional Office 3, Management Section, North Star House, 556-564 Holloway Road, London N7. Tel: 01-272 7727 Ext. 94. JS.

SCIENCE SUPPORT TEAM
Scale 2
Required as soon as possible, experienced teachers to join the Science Support Team. The members of the team, who are based in one of the Science Centres, work directly to the ILEA Science Inspectorate and give help as needed in ILEA school science departments. Further details and application forms may be obtained from EO/TS1, Room 70, County Hall, London SE1 7PB. Closing Date is Tuesday 16 October 1984.

Somerset County Council

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE, APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

SECONDARY

COURT FIELDS SCHOOL, WELLINGTON
(11–16 mixed comprehensive, 780)
For January 1985, teacher of English, scale 1, throughout the school, including mixed ability teaching in Year One and C.S.E. in Years Four and Five. Temporary appointment for two terms.

PRIMARY HEADSHIPS

Applications are invited for the following Primary Headships. Duties to commence April 1985:
I. CASTLE CARY COUNTY PRIMARY, Group 3.
II. TRULL C.E.V.A. PRIMARY, NR. TAUNTON, Group 4.
Application forms and details (SAE) from the Staffing (T) Section, Education Department, County Hall, Taunton, TA1 4DY. Closing date 25 October 1984.

PRIMARY

EASTOVER COUNTY PRIMARY, BRIDGWATER (323)
For January 1985:
I. Teacher, scale 2, responsible for Science.
II. Teacher, scale 2, responsible for Music.
Closing date 22 October 1984.

HAMP COUNTY INFANTS, BRIDGWATER (191)
For January 1985, infant teacher, scale 2, with responsibility for Music. Closing date 19 October 1984.

ST. JOHN'S C.E.V.C. JUNIOR, HIGHBRIDGE (195)
For January 1985, teacher, scale 1, required for a top junior class. Applicants knowledgeable about audio-visual aids (including micros), and interested in resources generally will be welcomed. Temporary appointment for a fixed term period ending 31 August 1986.
Closing date 15 October 1984.

ST. JOHN'S C.E.V.A. FIRST, FROME (275)
For January 1985, infant teacher, scale 1. Written letter of application and c.v. stating age, experience and names of two referees to the Head at the school. Please indicate areas of the curriculum where experience would be offered (S.A.E.).
Closing date 15 October 1984.

(6822)

COVENTRY CITY COUNCIL

Assistant Teachers

Required January 1985 at:

1. COUNTDOWN COURT SCHOOL AND COMMUNITY COLLEGE, Northbrook Road CV6 2AH Tel. 0203 335121. (1555 on roll)

HEAD OF SIXTH FORM. Scale 4. An experienced and dynamic teacher is required for this developing School & Community College. There are 145 students of all abilities in the 6th Form. Courses include the full range of 'A' level courses as well as 'O' level, C.E.E. and the developing C.P.V.E. The vacancy arises due to the promotion of the existing holder to a Deputy Headship.

2. PRESIDENT KENNEDY SCHOOL AND COMMUNITY COLLEGE, Rookery Lane CV6 Tel. 0203 661416. (1471 on roll)

HEAD OF MUSIC. Scale 3. The school has an impressive record of music making in the City. Good results are obtained at examination levels. Accommodation is in a purpose-built block. There is a flourishing Orchestra, Brass Band and Choir, supported by a team of peripatetic teachers. The person appointed will also be expected to support music making in the local Community.

3. STOKE PARK SCHOOL AND COMMUNITY COLLEGE, Dane Road CV2 4JW Tel. 0203 450215. (1074 on roll)

BIOLOGY. Scale 3. A suitably qualified and experienced teacher to take charge of Biology and to teach the subject from 3rd year to C.S.E., 'O' and 'A' level with a little Combined Science in the Lower School. Excellent facilities.

4. BISHOP ULLATHORNE R.C. MIXED COMPREHENSIVE SCHOOL, Leasowes Avenue CV3 6BH Tel. 0203 414515. (986 on roll).

ART. Scale 1, to be able to teach complete age and ability range up to 'A' level. Apply to Clerk to the Governors c/o the school.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present/last Head Teacher, to the Head teacher at the school concerned within 10 days of appearance of advertisement. Enclose S.A.E. if acknowledgement required. Canvassing disqualifies.

an equal opportunity employer

SECONDARY MATHEMATICS
continued

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
OGWR DISTRICT
CYNFFIG COMPREHENSIVE SCHOOL
Qualified teacher required to teach MATHEMATICS mainly to pupils in the lower age groups. This is a temporary post for the current academic year only. Scale 1.
Application forms to be returned by 17th October, 1984, obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, District Education Office, Sunnyside, Bridgend.
CANVASSING WILL DISQUALIFY.
K.S. Hopkins, Director of Education. (06177) 133422

NORFOLK
THORPE ST. ANDREW SCHOOL
Laundry Lane, Thorpe St. Andrew, Norwich
11 - 18 years, 1360 mixed
Scale 1 Teacher of Mathematics preferably a graduate to join a strong department in January 1985. Courses to C.S.E. 'O' and 'A' level. Interest in computer education helpful.
Application forms from and returned to the Headteacher at the School, s.a.e. please.

NOTRE DAME HIGH SCHOOL
Surrey Street, Norwich. Norfolk NR1 3PB
Teacher of Mathematics. Required for January 1985, a well qualified and enthusiastic teacher to teach throughout the age and ability range in this 11 - 18 Roman Catholic mixed Comprehensive School. The post offers the opportunity to take part in the new S.M.P. 11 - 16 scheme, for which the school is a pilot school. The ability to teach lower school science will be an advantage.
Application forms and further details from Father H. Wace, Chairman of Governors, c/o Notre Dame High School, s.a.e. please.
Closing date 19th October 1984. (30809) 133422

OLDHAM
METROPOLITAN BOROUGH
TEMPORARY
MATHEMATICS TEACHER - Scale 1
SOUTH CHADDERTON SCHOOL
Butterworth Lane, Chadderton, Oldham
Required for early December 1984/January 1985, to teach mainly 3rd - 5th Year up to C.S.E. This post is temporary to the 14th April 1985.
Application forms (S.A.E. Please) available from the Head at the school, returnable to him by 19th October 1984. (13106) 133422

OXFORDSHIRE
COUNTY COUNCIL
LANGTREE SCHOOL
Woodcote, Reading RG8 0RA
11 - 16 mixed comprehensive (610 on roll) Group 9
Required from January 1985, a teacher of Mathematics and Computer Studies. A Scale 2 allowance payable, given experience and qualifications.
Apply by letter as soon as possible to Headteacher together with Curriculum Vitae and names of two professional referees. S.A.E. please. (30467) 133422

OXFORDSHIRE
COUNTY COUNCIL
THE MARLBOROUGH SCHOOL
Shipton Road, Woodstock, Oxford
Roll 800 with small Sixth Form. Comprehensive
Required for January, or earlier is possible, a full time teacher of Mathematics throughout the school.
Apply to the Headteacher giving the names and addresses of two referees, SAE please. (30478) 133422

SUFFOLK
NORTHGATE HIGH SCHOOL
Sidegate Lane, Ipswich IP4 3DL
11 - 18 Mixed, roll 1576 including 472 in Sixth Form
Required October, 1984, or as soon as possible for temporary posts as Scale 1 Teachers of Mathematics in place of teachers taking maternity leave, one for 'A' Level Statistics and one for Computer Studies and/or Mathematics.
Application forms and details obtainable from the Head, at the school - S.A.E. please. (43168) 133422

VSO
Maths teachers are needed to work overseas.
For details see VSO advertisement in overseas section. (30463) 133422

WALSALL
METROPOLITAN BOROUGH COUNCIL
MATHEMATICS TEACHER, Scale 1
Required for January 1985 at this seven form entry School with a large sixth form, to teach across the age and ability range, possibly up to 'A' level.
Applications to the Head Teacher, Aldridge Comprehensive School, Tynings Lane, Aldridge, Walsall WS9 0BG. Closing date: 16.10.84.
Walsall is an Equal Opportunity Employer. (30822) 133422

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEYTON SENIOR HIGH SCHOOL
Colworth Road, London E11
Head: Mrs C. Broomfield
REQUIRED FOR NOVEMBER. MATHEMATICS TEACHER, Scale 1 (plus London and Social Priority Allowance) required in this comprehensive school for girls aged 14 - 18 years (750 on roll) to teach Mathematics to all levels of ability from CSE, and 'O' to 'A' level in a lively, hard-working department. This post is initially a temporary one to cover a maternity leave.
Contact Head for Application Form and further details (01-539 4939).
Ref: No. P83/1082. (30941) 133422

WEST SUSSEX
ST. ANDREW'S C.E. HIGH SCHOOL FOR BOYS
Sackville Road, Worthing
Required January, for one term, MATHEMATICS TEACHER, Scale 1, to teach across the age and ability range of this 12 - 16 years Comprehensive School.
Letters of application, including the names and addresses of two referees, should be sent to the Headmaster. (38696) 133422

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
COPPICE HIGH SCHOOL
MATHEMATICS - Scale 1
Temporary teacher required immediately to cover maternity leave in this 11 - 18 mixed comprehensive school.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 10 days of this advertisement. (SAE Please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (30418) 133422

Modern Languages

Heads of Department

BEXLEY
LONDON BOROUGH
ST. MARY & ST. JOSEPH RC SCHOOL
Chislehurst Road, Sidcup, Kent DA14 6BP
Tel: 01-309 7700
Roll 750 150 Sixth Form
HEAD OF FRENCH SCALE 3
Required for January 1985 a well qualified and experienced Graduate to lead a team of four Teachers who teach French throughout the school. Ability to teach Spanish or other languages would be an advantage.
Further details and application form are available from the Headmaster. Please enclose foolscap sae. (43129) 133618

GLOUCESTERSHIRE
WESTWOOD'S GRAMMAR SCHOOL
Northleach
(Tel: Northleach 265)
(320 mixed including 72 in Sixth)
Required for January, suitably qualified and experienced Head of Modern Languages, Scale 3, responsible for teaching French and German up to 'A' level.
Apply immediately by letter to Headmaster with details of qualifications and experience and names/addresses of two academic referees. (30833) 133618

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SOUTH AXHOLME COMPREHENSIVE SCHOOL
Burnham Road, Epworth, Doncaster
Head Teacher: B. Lynch
No. on Roll: 850
HEAD OF LANGUAGES (Scale 4) is required from 1st January, 1985. The successful candidate will take charge of German and also teach half a timetable of French.
This is an 11 - 16 mixed fully Comprehensive School situated in a pleasant rural area.
Application forms and further details obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 15th October, 1984 (s.a.e. please).
Full and fair consideration will be given to all disabled candidates. (30447) 133618

NORTHAMPTONSHIRE
LINGS UPPER SCHOOL
Billing Brook Road, Northampton
Required in January in this co-educational comprehensive (13 - 18) of 980 pupils, a well qualified, able and experienced linguist to be responsible for Modern Languages (Scale 3). Applicants must be fluent in both French and German and should be interested in leading a team of four modern linguists to develop the work in this area. Modern languages is within the Faculty of Language and Literature.
Please apply by letter, naming two referees, to the Headmaster.
Closing date 17 October 1984. (30620) 133618

Teach on Exchange or go on a course abroad.
See Overseas column and Education Courses column. (09881) 133618

Scale 2 Posts and above

BOLTON
METROPOLITAN BOROUGH
TURTON HIGH SCHOOL
Chapeltown Road, Bolton BL7 9LT
(11 - 18)
GERMAN, SCALE 2
Suitably qualified and experienced teacher required from 1.1.85. Ability to teach GERMAN to G.C.E. 'A' level. Some FRENCH required.
Further details available.
FRENCH, SCALE 1
Teacher required from 1.1.85., ability to teach GERMAN an advantage.
THE DEANE SCHOOL
New York, Bolton
(11 - 16)
FRENCH, SCALE 1
Teacher required from 1.1.85, or earlier if possible. Spanish as a second language an advantage.
Further details available.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 17 October 1984. (06161) 133620

DORSET
FERNDOWN UPPER SCHOOL
Cherry Grove, Ferndown, Dorset BH22 9EY
13 - 18 Mixed
Comprehensive, 1400 on roll
Head: Miss M. Tilley, B.A.
Required for January 1985, well qualified and experienced teacher of German/French to take responsibility as Second-in-Charge (Scale 3) of a large and successful department.
German and French are studied to C.S.E., 'O' and 'A' level. Spanish to 'O' level and European Studies to C.S.E.
The School has a fully equipped language laboratory.
Apply by letter, enclosing s.a.e., with names and addresses and telephone numbers of two referees. Full details will be sent. Closing date 17th October 1984. (30648) 133620

EAST SUSSEX
PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade, Brighton BN4 2WS
Comprehensive mixed, 11 - 18. Roll: 1,450
Required from January 1985: a Lower School Languages Co-ordinator (Scale 2) to organise and develop a language programme for 11 - 13 age groups.
French essential, German desirable. The Lower School is on its own site.
Relocation grants available in approved cases.
Application forms from and returnable to (SAE please) the Principal. (43112) 133620

ESSEX
THOMAS, LORD AUDLEY SCHOOL
Monkwick Avenue, Colchester CO2 8NN
Tel: Colchester 47911
(Roll 1065)
GERMAN, Scale 3
Required for January, to take responsibility for German and to be second in the Modern Languages Department.
Forms and details from the Headteacher (foolscap s.a.e. please).
HEDLEY WALTER SCHOOL
Sawyer's Hall Lane, Brentwood
Tel: Brentwood (0277) 220808
(Roll 984)
LANGUAGE (FRENCH), Scale 2
Required January, Graduate to teach French throughout school including 'A' level.
Apply direct to Headteacher with c.v. or on application form (foolscap s.a.e. please). (30849) 133620

HAMPSHIRE
OAK FARM SCHOOL
Chaucer Road, Farnborough, Hants.
(Comprehensive Mixed 11 - 16)
N.O.R. 770
Required for January Scale 1 post. Teacher of French and German. This post may be available to suitably qualified and experienced candidates. Closing date 15th October 1984.
Letter of application nominating two educational referees to the Head with s.a.e. for ... (30435)

HERTFORDSHIRE
DURRANTS SCHOOL
Manor Way, Croxley Green, Rickmansworth
Roll: 615 mixed all abilities in 6th form
Required January, well qualified and experienced graduate linguist to support Head of Languages in building up a large department. Must be able to take responsibility in the Modern Languages school, teaching both French and German, one to 'A' level. This is part of a very forward looking department and required a teacher of vitality, experience, and understanding of children. Scale 3 plus London Fringe allowance £258.
Application forms and further details from Headmaster, to whom applications with two referees should be returned by Friday 12th October 1984. (07380)

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
NEWLAND HIGH SCHOOL
Cottingham Road, Hull
Head: Miss D.M. Nickolds M.A.
Required in January, 1985 teacher of FRENCH, capable of teaching the subject at all levels in this comprehensive senior high school for girls thirteen to eighteen.
A Scale 2 post is available for a suitably qualified and experienced applicant.
Further details and forms of application are available from the Head (S.A.E. please) and should be returned not later than 19th October 1984. (30267)

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR GIRLS
Spinney Hill Road, Northampton NN3 1DG
COMPREHENSIVE 13 - 18 SCHOOL FOR GIRLS
Age range 13 - 18 years
Number on Roll: 1100 Form 180
Required January 1985 a teacher of French (Scale 1 or 2) to teach throughout the school.
Please state if you are able to offer a second language/subject.
Application forms from the Headmistress. (30634)

Teach on exchange or go on a course abroad.
See Overseas Column and Education Courses column. (09882)

Scale 1 Posts

BERKSHIRE
THE DOWNS SCHOOL
Compton, Nr Newbury, Berks.
NOR: 526 Comprehensive 11 - 16
Required for January Scale 1, Teacher of French to 'O' level. It would be advantageous if German could also be offered.
Application forms from the Headmaster, (Tel: Compton 213) to be returned as soon as possible.
Closing date: 17th October 1984.
An Equal Opportunity Employer. (30931)

BROMLEY
LONDON BOROUGH OF BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LE
Tel: Orpington 31075
Headmaster: M. Lane, ...
6 FORM ENTRY COMPREHENSIVE
Required for January an enthusiastic and well qualified teacher in the Languages Faculty. The successful candidate will be required to teach French to all ages and abilities in the school. It would be an advantage but not essential if the successful candidate could teach German as well. The Faculty prepares pupils for C.S.E., 'O' and 'A' level examinations.
The school buildings are modern with the ... shared for Girls ... School Form of 240 ... Sixth offers a wide range ... girls offers established O.C.E. ... courses.
Application forms from the Headmaster (foolscap ... please), to whom ... forms should be returned by 16th October 1984.

SECONDARY MODERN LANGUAGES
continued

EAST SUSSEX
TIDEWAY SCHOOL
Southdown Road, Newhaven BN9 9JL
Comprehensive mixed, 11 - 18. Roll: 1,600
Required from November 1st: Temporary French Teacher (Scale 1) to cover for maternity leave. The opportunity exists to teach up to 'A' level in this progressive successful Department.
Application forms (sae please) from the Head Teacher. (30452) 133622

ENFIELD
LONDON BOROUGH OF ENFIELD
CHACE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3HQ
(11 - 18 Boys' Comprehensive, 700 on Roll)
Required November 1984, a temporary full-time teacher of MODERN LANGUAGES (Scale 1). The vacancy is to cover for absence due to maternity leave.
London Allowance, £645.
Application forms (large SAE) and further details obtainable from the Head Teacher at the School, and to be returned within two weeks of the appearance of this advertisement. (30280) 133622

ESSEX
PASSMORES COMPREHENSIVE SCHOOL
Tendring Road, Harlow
Tel: Harlow (0279) 31921
(Roll 873)
TEACHER OF MODERN LANGUAGES (FRENCH), Scale 1
Required for January 1985. Ability to teach German an advantage. French taught throughout the lower school, with German as a second language.
Telephone Headteacher at the school. (30844) 133622

HARINGEY
Progress with Humanity
GLADESMERE COMMUNITY SCHOOL
Gladesmere Road, Tottenham, N15 6TJ
11 - 18 years. Co-educational, Comprehensive, Community School
(1300 with 150 in the Sixth Form)
Required probably from January to end of June 1985 during the Maternity leave of the postholder. French Specialist (Scale 1) to teach across the ability and age range.
Please apply by letter to the Headteacher within ten days of this advertisement, giving curriculum vitae, special interests and names and addresses of two referees.
London Allowance (£987) payable. Social Priority Allowance £201/£276.
Haringey is an equal opportunity employer. (30616) 133622

KENT
CRANBROOK SCHOOL
Kent
For January 1985 a well-qualified teacher of French with subsidiary English for a Scale 1 position, either permanent or two terms. Cranbrook is a Voluntary Aided, co-educational, County Upper School, with 300 Sixth Formers; all pupils follow courses to 'O' and 'A' Level. The timetable includes French to 'A' Level, and English to 'O'.
Possibility of free board and accommodation in exchange for resident tutorial duties.
Please apply as soon as possible to the Headmaster, Cranbrook School, Cranbrook, Kent TN17 3JD, from whom further particulars of this post may be obtained. (38667) 133622

NEWHAM
LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SG
Head Teacher: J.A. McDonald
Number on roll: 1100
PART-TIME TEACHER OF FRENCH Scale 1
Required: AS SOON AS POSSIBLE. Required for two sessions each week, in this split-site mixed Comprehensive School, to teach French to a Fifth Year C.S.E. group.
LONDON ALLOWANCE £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 16th October 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An equal opportunity employer. (07559) 133622

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
WHITLEY BAY HIGH SCHOOL
Deneholm, Whitley Bay, Tyne and Wear NE25 9AS
(13 - 18)
Headteacher: Mr J.F.H. Dwyer, J.P., M.A.
Required for 12th November 1984 as a temporary supply replacement for a teacher taking Maternity Leave.
Scale 1 TEACHER of FRENCH and GERMAN up to 'A' level, including O.C.E. 'O' ...
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible. (30534) 133622

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL FOR GIRLS
Spinney Hill Road, Northampton NN3 1DG
Please see 'Modern Languages - Scale 2 posts'. (30635) 133622

OXFORDSHIRE
COUNTY COUNCIL
ST BIRINUS' SCHOOL
Mereland Road, Didcot
(Group 11), 11 - 18 Boys Comprehensive
Roll 835 (Sixth Form of 84)
Required for January for two terms due to maternity leave, a temporary teacher of FRENCH, with experience of CSE classes and a commitment to the communicative approach.
Apply by letter giving curriculum vitae and the names of two referees as soon as possible to the Headteacher, who will send further particulars. SAE please. (30469) 133622

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
ST. GEORGE OF ENGLAND HIGH SCHOOL
Fernhill Road, Bootle, Merseyside L20 6AQ
TEACHER required as soon as possible (S.P.A. allowance payable) for FRENCH and SPANISH.
Application forms and further details are available on receipt of s.a.e. from Head Teacher of the school.
Closing date 18th October, 1984. (43175) 133622

SHROPSHIRE
EDUCATION COMMITTEE
RHYN PARK SCHOOL
St. Martins, Oswestry SY10 7BD
11 - 16 Comprehensive
LANGUAGE Scale 1
Urgent January 1985 - Enthusiastic French Teacher to join department in a developing Comprehensive. Commitment to children of all abilities essential.
Application forms and further particulars from and returnable to: Head Mistress (SAE). (38671) 133622

SOLIHULL
EDUCATION COMMITTEE
KINGSHURST SCHOOL
Cooks Lane, Kingshurst, Birmingham B37 6NU
Tel: (021) 770 1827
TEMPORARY TEACHER OF FRENCH SCALE 1
Required for 26th November 1984 in this 11 - 16 all-ability school to cover maternity leave.
A Scale 2 post available for a suitably qualified person.
Applications from candidates available for the spring term would be considered.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (30738) 133622

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION OFFICE
GLENROTHES HIGH SCHOOL FOR GIRLS
Sutton Common Road, Sutton, Surrey SM3 9PS
Tel: 01-644 6307
(5 Form Entry, 11 - 18, approximately 830 on roll)
FRENCH - SCALE 1
A well qualified and enthusiastic graduate is required from 29th October 1984 to the end of the summer term 1985 to teach French across the age and ability range up to CSE and GCE 'O' level and a little lower school English.
Applications by letter to the Headteacher including curriculum vitae and names and addresses of 2 referees. (30991) 133622

VSO
Modern Language teachers are needed to work overseas.
For details see VSO advertisement in overseas section. (30462) 133622

WALTHAM FOREST
CORPUS CHRISTI HIGH SCHOOL
Goodall Road, London E11 4EP
Head: Mr F. White
REQUIRED FOR JANUARY FRENCH/GERMAN TEACHER, SCALE 1 (plus Outer London Allowance) required in this Catholic voluntary aided comprehensive school for pupils aged 11/14 years (500 on roll) to join a well organised, structured and supported department. Ability to introduce German essential.
Contact Headteacher for Application Form and further details (send s.a.e.).
Closing Date: 18th October 1984. Reference No: P73/1086. (30945) 133622

WIGAN
METROPOLITAN BOROUGH OF WIGAN
LOWTON HIGH SCHOOL
Newton Road, Lowton, Warrington WA3 1DU
Tel: Leigh 603419
11 - 16 mixed comprehensive
Required for January 1985 TEACHER OF GERMAN Scale 1.
Application forms and further particulars available from and returnable to the Headteacher at the school (s.a.e. please) by 19th October 1984. Ref. A40. (30881) 133622

Teach on exchange or go on a course abroad.
See Overseas column and Education Courses column. (09883) 133622

Music

Heads of Department

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
WORSBROUGH HIGH SCHOOL
Ardsley Road, Worsbrough Dale, Barnsley S70 4RL
(11 - 18 Mixed Comprehensive, No. on roll 1115)
Headteacher: Mr J. Lavelle, O.B.E.
Required for January 1985, HEAD OF MUSIC/DRAMA (Scale 3).
An appropriately experienced teacher to maintain high standards in the classroom and extra curricular activities at this 11 - 18 School.
A strong interest in Drama and other expressive arts is necessary.
Application by letter giving full curriculum vitae and the names and addresses of 2 referees to the Headteacher at the School within 2 weeks of the appearance of this advertisement. (30180) 133818

CAMBRIDGESHIRE
HUNTINGDON AREA
HINCHINGBROOKE SCHOOL
Huntingdon, Cambs.
11 - 18 Vol. Cont. Co-ed. 1750 on roll
DIRECTOR OF MUSIC. Scale 4
Required for January 1985, experienced, versatile and enthusiastic Musician to teach at all levels (including Advanced), to coordinate instrument lessons and to develop further the flourishing extra-curricular musical life of the school.
Please apply by letter to Headmaster, enclosing c.v., names of two referees and SAE for further details. Closing date 17th October. (30702) 133818

ESSEX
FRYERNS SCHOOL
Craylands, Basildon SS14 3RN
(Roll 1286)
Tel: Basildon 25111
HEAD OF MUSIC, Scale 3 (London Fringe Allowance £258 p.a. payable).
(Re-Advertisement)
Required January, 1985, lively, adaptable teacher, teaching to all levels. Housing usually available.
Further details together with application forms are available from Headteacher (foolscap s.a.e. please).
THE HONYWOOD SCHOOL
Westfield Drive, Coggeshall, Colchester
(Roll 591)
Tel: Coggeshall 61231
HEAD OF MUSIC/EXPRESSIVE ARTS, Scale 2
For January 1985, to develop the subject within the school and community. Demanding and exciting prospects.
Details from Headteacher (foolscap s.a.e. please). (43157) 133818

KNOWSLEY
ST PAUL'S RC COMPREHENSIVE SCHOOL
Wood Road, Halewood, Merseyside L26 0TA
(446 Boys and Girls, aged 11 - 17)
Required for January 1985
SCALE 2 teacher of Music and Drama. The person appointed will be responsible for teaching the subjects throughout the school. Applications are invited from new entrants to the profession.
Further details and application forms are available by sending s.a.e. to the Headteacher at the above address to whom completed forms should be returned by 19th October 1984. (30239) 133820

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
HEATHFIELD HIGH SCHOOL
(11 - 16 Comprehensive)
Required for January 1985
HEAD OF MUSIC - Scale 2
Lively enthusiastic musician to develop a new department.
Application forms and further details available from and returnable to Head Teacher, Wrights Lane, Cradley Heath, Warley, West Midlands. Closing date 17th October 1984.
Canvassing of members of the Authority will disqualify.
An equal opportunity employer. (30225) 133818

Scale 2 Posts and above

HAMPSHIRE
WOODLANDS SCHOOL
Minstead Avenue, Southampton SO2 5FW
(12 - 16 Comprehensive N.O.R. 560)
Required January - Scale 2 - Teacher-in-Charge of Music.
SAE to Head for further details. (30440) 133820

Scale 1 Posts

BEXLEY
LONDON BOROUGH
BEXLEY ERITH TECHNICAL HIGH SCHOOL FOR BOYS
Hartford Road, Bexley, Kent DA5 1NE
Wanted as soon as possible a part time teacher of Music with particular expertise and interest in the teaching of the recorder. Two days a week (Monday and Wednesday). Ability to teach another instrument would be an advantage.
Applications by letter to the Headmaster giving a full account of qualifications and experience and stating the names of two referees. (43127) 133822

CAMBRIDGESHIRE
HUNTINGDON AREA
HINCHINGBROOKE SCHOOL
Huntingdon, Cambs.
11 - 18 Vol. Cont. Co-ed. 1750 on roll
TEACHER OF MUSIC (Scale 1)
Required for January 1985, for this fully developed comprehensive school in an outstanding setting with a strong musical tradition.
Please apply by letter to the Headmaster, enclosing c.v., names of two referees and SAE for details. Closing date 17th October. (30703) 133822

DURHAM
COUNTY COUNCIL
GILESGATE COMPREHENSIVE SCHOOL
Durham
11 - 18 Years
MUSIC - Salary Scale 1 - Well qualified teacher required for January, 1985.
Stamped addressed envelope for application form and further details to Area Education Office, County Hall, Durham.
Closing date for recipt of applications 19th October, 1984. (30494) 133822

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
MANOR HIGH SCHOOL
Manor Road, Crosby, Liverpool L23 7UL
TEACHER OF MUSIC (Scale 1) required for January, 1985. Please state which other subjects you can offer.
Applications forms and further details are available on receipt of s.a.e. from the Head Teacher of the school to whom completed forms must be returned.
Closing date 18th October, 1984. (43176) 133822

Pastoral

Heads of Department

HERTFORDSHIRE
THE KNIGHTS TEMPLAR SCHOOL
Park Street, Baldock, Herts. SG7 6DZ
Mixed Comprehensive 11 - 18
Roll: 870 (130 in Sixth Form)
Tel: Baldock 893085
Required January 1985, HEAD OF UPPER SCHOOL (Senior Teacher Scale) to be in charge of boys' discipline in fourth & fifth years, and to have various other responsibilities. Candidates should be graduates with good experience in a post of responsibility.
Apply in writing to the Headmaster at the School, with curriculum vitae and names & addresses of 2 referees. (30401) 134018

WILTSHIRE
THE COMMONWEAL SCHOOL
The Mall, Swindon SN1 4JF
Head Teacher: Mr M.R. Salt, B.A.
11 - 16 Comprehensive School - N.O.R. 1100
HEAD OF HOUSE, Scale 4
(Required from January 1985)
Applications are invited for this senior post which involves the responsibility for counselling, guidance and discipline of a school House of approximately 250 pupils, and the leadership of 14 or more staff.
Application forms and further information can be obtained from The Head Teacher (S.A.E. please) and should be returned, with a letter of application by 15th October, 1984. (30490) 134018

Physical Education

Heads of Department

BRENT
LONDON BOROUGH OF BRENT
WEMBLEY HIGH SCHOOL
East Lane, Wembley, Middlesex HA0 3NT
(Roll 850)
Headmaster: Mr J.B. Robinson
Required from January 1985 HEAD OF GIRLS PHYSICAL EDUCATION (Scale 3). Applications are invited from well qualified and experienced candidates for this post which is vacant following the promotion of the present holder. The School has good on site facilities including its own field and we are fortunate also in having a sports and leisure complex adjacent to the premises. The subject has a successful tradition in the school, the curriculum is broad based with a strong element of dance and gymnastics and there is a wide range of activities for the Upper School.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (30962) 134218

HAMPSHIRE
CAMS HILL SCHOOL
Bowkesway Grove, Fareham, Hants. PO16 8AH
11 - 16 mixed Comprehensive - 891
Required January 1985 - PHYSICAL EDUCATION - Scale 3 Head of Physical Education Department, with particular responsibility for girls' physical education.
Further details and application form from Headmistress on receipt of s.a.e. (30432) 134218

Scale 2 Posts and above

EAST SUSSEX
RINGMER SCHOOL
Ringmer, near Lewes BN8 5RB
Comprehensive mixed 11 - 16. Roll: 750
Required from January: a teacher in charge of Girls PE on Scale 2.
The school has a good sports record and excellent facilities, including heated pool, soon to be covered.
Relocation grants available in approved cases.
Application forms from the Head Teacher (SAE please).
Completed forms to Head Teacher by October 18th. (30802) 134220

SOCIALISM AT WORK

Tameside Metropolitan Borough

EDUCATION DEPARTMENT — ADVISORY TEACHER FOR TECHNOLOGY SCALE 3
Applications are invited for this newly established post, from 1st January 1985. Applicants should have sound teaching experience in secondary education in either a Science or CDT Department and should be capable of bridging the gap between these two curricula areas. A Scale 4 post would be available for a suitably qualified and experienced candidate.
Tameside is involved in the second round of TVEI and in British School Technology.
Application forms and further details for the above post are available from the Director of Education, Teachers Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester OL6 6DL to whom completed forms should be returned to arrive no later than 17th October 1984. Ref: TE2581/TES.

HATTERSLEY HIGH SCHOOL, FIELDS FARM ROAD, HATTERSLEY, HYDE, CHESHIRE SK14 3NP.
Headteacher Mr A Leyland B.Ed. Tel: 061-368-5132
SCALE 2 — CRAFT DESIGN & TECHNOLOGY
Applications are invited for this new post from 1st January 1985. The school is involved in the TVEI Scheme and the successful candidate is expected to contribute to and assist in the development of a range of CDT Courses.

STALYBRIDGE COPLEY HIGH SCHOOL, HUDDERSFIELD ROAD, STALYBRIDGE, CHESHIRE SK15 3RR.
Headteacher Mr R Dickson B.A. Tel: 061-338-6684.
SCALE 1 — ENGLISH
This is a permanent post from 1st January 1985 or sooner if possible.
Application forms and further details for the above two posts available from and returnable to the Headteacher at the school. Closing date 17th October 1984. Ref: TE2581/TES.
TAMESIDE — AN EQUAL OPPORTUNITIES EMPLOYER

METROPOLITAN BOROUGH OF **Rochdale**
Education Department
AN EQUAL OPPORTUNITY EMPLOYER

ALDERMAN KAY
Tintern Road, Middleton — Tel: 061-643 4917
Required for January 1985 –
SCALE 1
For this all age day special school for children with moderate learning to teach the following:
a) General teaching of a mixed group of 14/15 year olds.
b) Some teaching of Home Economics throughout senior school (approximately ⅓rd of timetable)
This is a temporary post covering a maternity leave. A Scale 2 post may be available for a suitable candidate.
Further details and application form available on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale and should by returned as soon as possible.

BALDERSTONE UPPER (13–18)
Queen Victoria Street, Rochdale — Tel: Rochdale 49049
Required as soon as possible.
SCALE 1 DRAMA SPECIALIST
To join a progressive and very successful department in this 13–18 mixed comprehensive school.

ROCH VALLEY HIGH SCHOOL (13–18)
Cornfield Street, Milnrow, Rochdale — Tel: Rochdale 42495
BIOLOGY
Required for January 1985 (or sooner) as qualified teacher of Biology to teach to 'O' level and to assist with lower school science. This is a temporary Scale 1 post (possibility of Scale 2 to suitable candidate).
Application forms for the above 2 posts available on receipt of a SAE from the Head Teacher at the school to whom they should be returned as soon as possible.

SECONDARY PHYSICAL EDUCATION
continued

NORTHAMPTONSHIRE

DAVENTRY GRANGE COMPREHENSIVE SCHOOL
Badby Road, Daventry, Northants. NN1 4HJ

HEAD OF GIRLS' PE - SCALE 2

Required 1st January 1985, an experienced teacher of PE to join a team of three other specialists.

Apply in writing to the Headmaster with full cv and names and addresses of two referees.

Closing date 16 October 1984. (30627) 134220

OXFORDSHIRE

COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Oxford Road, Thame OX9 2AQ
(11 - 19 mixed comprehensive; 1,850 in three federal schools; 300 in Sixth Form)
Required for January 1985, a teacher to take responsibility for GIRLS PHYSICAL EDUCATION AND GAMES (Scale 3). Within the Faculty of nine staff there is a full Girls Physical Education programme with the main emphasis on Hockey, Netball, Tennis, Dance and Gymnastics. Sports Centre facilities available.
Further details available from The Principal.
Apply by letter, including a curriculum vitae and names of two Referees, within two weeks from the appearance of this advertisement. S.A.E. please. (30476) 134220

Scale 1 Posts

BRENT

LONDON BOROUGH OF BRENT
WOODFIELD SPECIAL SCHOOL (ESN)
Glenwood Avenue, NW9
(Roll: 130, 11 - 18)
Required immediately until 31 August 1985 - A fully qualified TEACHER for BOYS' P.E. and GAMES (Scale 1 plus Special Schools Allowance). This is a mixed secondary school for children with special educational needs. The P.E. Department organise inter-house and inter-school competitions in a variety of sports and we use the AAA's Award system for Athletics. During the summer term the P.E. staff are also involved in the school camps. The school has a gymnasium. Experience in special schools is not necessary, but would be an advantage. The school is organised in a structural way and provides a relatively formal environment.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunity employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (30855) 134222

CROYDON

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for January 1985. Teacher of Physical Education with special interested in Lacrosse. Scale 1.
Applications with the names and addresses of two referees should be send immediately to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (30015) 134222

EAST SUSSEX

HAMPDEN PARK SCHOOL
Brodrick Road, Eastbourne BN22 9RQ
Comprehensive mixed, 11 - 16. Roll: 920
Required from January 1985 (or earlier if possible): Teacher of Boys Physical Education with some English (Scale 1).
Relocation grants available in approved cases.
Apply by letter giving two referees to the Headmaster. (43114) 134222

ESSEX

SOUTHEND HIGH SCHOOL FOR BOYS
Prittlewell Chase, Southend-on-Sea SS0 0RG
Tel: Southend 343074
(Roll 820)
P.E. TEACHER (TEMPORARY), Scale 1
Required January to July 1985, in this large selective school.
Apply Headteacher with curriculum vitae (foolscap s.a.e. please). (30840) 134222

HAMPSHIRE

FROGMORE COMPREHENSIVE SCHOOL
Potley Hill Road, Yateley, Camberley, Surrey
(Comprehensive Mixed 11 - 18)
N.O.R. 890
Required for January 1985. Scale 1 post. Teacher of Boys' P.E. Ability to assist with History/Humanities an advantage. Closing date 15th October 1984.
Letter of application nominating two educational referees to the Headteacher with s.a.e. for details. (30430) 134222

HILLINGDON

LONDON BOROUGH OF HILLINGDON
HAYDON SCHOOL
Wiltshire Lane, Pinner, Middlesex HA5 2LX
(Number on roll: 1087 - 190 in 6th form)
Required for January 1985, a suitably qualified teacher of Boys' Physical Education (Scale 1).
Haydon School is a mixed six form entry 11 - 18 Comprehensive. It serves a residential area in the north of the Borough of Hillingdon and the school enjoys a strong sporting tradition. The main sports played by the boys are rugby, soccer, cross-country, athletics and cricket.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (38686) 134222

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WEST SECONDARY SCHOOL FOR GIRLS
Heath Lane, Dartford DA1 2QH
Roll 634
Teacher for P.E. throughout school from 12th November or as soon as possible thereafter. Fringe Allowance.
Applications with full details and names of two referees to the Headmistress. (43140) 134222

NORTH YORKSHIRE

COUNTY COUNCIL
GRANBY HIGH SCHOOL
Avondale Road, Harrogate
(Group 13)
11 - 18 Comprehensive
Required for November to cover maternity leave, an enthusiastic and committed PHYSICAL EDUCATION specialist (Scale 1) of all round ability. The successful applicant should have particular skills in netball and gymnastics.
The school is a large and thriving community on one campus site, with excellent indoor and outdoor facilities including an indoor swimming pool and all weather pitch.
Apply by letter to the Headteacher, Jonathan Edwards, including curriculum vitae and the names, addresses and telephone numbers of two referees. (38642) 134222

NORTHAMPTONSHIRE

LODGE PARK COMPREHENSIVE SCHOOL
Shetland Way, Corby, Northants. NN17 2JH

Applications are invited for a TEMPORARY (MATERNITY LEAVE) GIRLS' PE POST, starting 5 November 1984. The department has a strong extra-curricular commitment. All aspects of PE are taught. Hockey and Dance specialists welcome. Lodge Park is a coeducational 11 - 18 comprehensive (Group 11) on the border of Corby New Town.

A letter of application with c.v. and names of two referees should be sent to the Headmaster as soon as possible. School background notes and interview dates will be sent to shortlisted candidates. (30624) 134222

NOTTINGHAMSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:-

Re-advertisement

SUTTON CENTRE COMPREHENSIVE SCHOOL
High Pavement, Sutton-in-Ashfield, Notts. NG17 1EE

Headmaster: T.King, J.P., B.A.

Mixed: 1160 (11 - 18)

Required as soon as possible, teacher (Scale 1) of Girls' Physical Education. Successful candidates should preferably be an all rounder to join a flourishing team of specialists. Permanent appointment.

Please apply by letter, giving full curriculum vitae and the names and addresses of two referees, to the Head Teacher at the school as soon as possible. (30848) 134222

OXFORDSHIRE

COUNTY COUNCIL
ST BIRINUS' SCHOOL
Mereland Road, Didcot
(Group 11) 11 - 18 Boys Comprehensive Roll 835 (Sixth Form of 84)
Required for January: Teacher of PE, preferably able to offer some Physics. A sports hall opens on the school premises shortly.
Apply by letter giving curriculum vitae and the names of two referees as soon as possible to the Headteacher, who will send further particulars. SAE please. (30468) 134222

OXFORDSHIRE

COUNTY COUNCIL
THE WARRINER SCHOOL
Bloxham, Banbury OX15 4LJ
Group 11 11 - 16
Comprehensive 900 on roll
Required for January 1985, a teacher of Girls' P.E.
Application forms and full details available from the Headteacher on receipt of S.A.E. (30480) 134222

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS
Required for January, 1985, a temporary teacher of Girls PE for two terms.
Please phone or write for full details to the Registrar at the school.
Letters of application should reach the Headteacher at the school no later than 15 October. (30274) 134222

SURREY

EDUCATION COMMITTEE
BROADWATER SCHOOL
Summers Road, Farncombe, Godalming
(12 - 16 COMPREHENSIVE. N.O.R. 920)
TEACHER OF BOYS P.E. (SCALE 1) required for January 1985. Permanent F/T.
For further details contact the Headteacher at the school. Closing date 19 October 1984. (30830) 134222

WALSALL

METROPOLITAN BOROUGH COUNCIL
MIXED P.E. & GIRLS GAMES TEACHER
Scale 1
Required January, 1985, earlier if possible, to teach Mixed P.E. activities and Girls Games throughout the P.E. curriculum; also contribute to out of school team activities.
Applications to the Head Teacher, Pelsall Comprehensive School, Pelsall Lane, Rushall, Walsall WS4 1NG. Closing date: 16.10.84.
Walsall is an Equal Opportunity Employer. (30823) 134222

WIGAN

METROPOLITAN BOROUGH OF WIGAN
LEIGH C.E. HIGH SCHOOL
Leigh Road, Leigh WN7 1UB
Tel: Leigh 672 149
11 - 16 mixed comprehensive
Required for January 1985.
Temporary two-term appointments TEACHER OF BOYS P.E. Scale 1.
PART-TIME TEACHER FOR REMEDIAL Scale 1.
Application forms and further particulars available from and returnable to the Headteacher at the School (s.a.e. please) by 19th October 1984. Ref. A40. (30970) 134222

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for 1 November 1984 Teacher of Girls' PE - Scale 1 to cover maternity leave in the Authority's secondary schools.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (30416) 134222

CYNGOR SIR
DYFED
COUNTY COUNCIL

REQUIRED FOR 1st JANUARY, 1985 OR AS SOON AS POSSIBLE THEREAFTER
YN EISIAU ERBYN 1af IONAWR, 1985 NEU CYN GYNTED AG Y BO MODD WEDI HYNNY

1. YSGOL GYNRADD ABERNANT, CAERFYRDDIN (Grŵp 2).
Gwahoddir ceisiadau am swydd PRIFATHRO/PRIFATHRAWES yr ysgol uchod. Rhaid i'r ymgeiwyr fod wedi dysgu am o leiaf bum mlynedd mewn ysgolion cynradd. Rhaid wrth wybodaeth o'r Gymraeg.
Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin SA31 2NH. Ceisiadau i'w dychwelyd erbyn 18fed Hydref, 1984.

2. ATHRO BRO/ATHRAWES FRO YN NGHYLCH LLANELLI (Graddfa 2).
Gwahoddir ceisiadau oddi wrth athrawon profiadol am y swydd o Athro Bro yn nghylch Llanelli. Bydd yr ymgeiydd llwyddiannus yn gwasanaethu'n bennaf yn ysgolion cynradd y cylch gan gyflwyno'r Gymraeg fel mamiaith ac ail iaith yn adran y babanod a'r adran iau. Bydd y dyletswyddau hefyd yn cynnwys pontio rhwng ysgolion cynradd ac uwchradd a chyfrifoldebau gwersyll.
Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin SA31 2NH i'w dychwelyd erbyn 18fed Hydref, 1984.

3. LAUGHARNE V.C.P. SCHOOL (Group 2).
Applications are invited from experienced Qualified Teachers for the post of HEADTEACHER at the above school. Applicants should have at least five years teaching experience in the Primary Sector.
Application forms and further details are available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwrlwyd, Carmarthen SA31 2NH. Completed applications to be returned by 18th October, 1984.

4. PRIORY STREET V.C.P. SCHOOL, CARMARTHEN (Group 3).
RE-ADVERTISEMENT
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER at the above school. A knowledge of Welsh is desirable.
Previous applicants will be considered for the post.
Application forms and further details are available on receipt of a stamped addressed envelope from the Area Education Officer, 1 Penlan Road, Carmarthen. Completed applications to be returned by 18th October, 1984.

5. YSGOL GYFUN BRO MYRDDIN, CAERFYRDDIN (Grŵp 8)
a) PENNAETH YR ADRAN GERDDORIAETH. (Graddfa 2). Athro/athrawes gyda gradd anrhydedd mewn Cerddoriaeth i drefnu a datblygu holl waith yr adran. Mae'r adran yn ymgymryd ag amrywiaeth eang o weithgareddau cerddorol allgyrsiol yn heolol bwysig. Dysgir trwy gyfrwng y Gymraeg.
b) Athro i ddysgu GWAITH METEL i'r Safon Uwch o fewn adran y Crefftau Trymion. Dysgir trwy gyfrwng y Gymraeg (Graddfa 1).
Dylid anfon ceisiadau, ynghyd ag enwau a chyfeiriadau dau ganolwr, at y Prifathro erbyn 18fed Hydref, 1984.

6. YSGOL UWCHRADD ABERTEIFI, SA4 1AD (Grŵp 11).
AIL-HYSBYSEB
Athro/athrawes i ddysgu CELF a CHREFFT (Graddfa 1). Rhaid i'r ymgeiswyr fedru dysgu trwy gyfrwng y Gymraeg.
Ceisiadau trwy lythyr yn cynnwys CURRICULUM VITAE ac enwau a chyfeiriadau dau ganolwr at y Prifathro erbyn 18 fed Hydref, 1984

7. GREENHILL COMPREHENSIVE SCHOOL, HEYWOOD LANE, TENBY SA70 8BN (Group 12).
A specialist MATHEMATICS teacher (Scale 1) to teach the subject across the age and ability ranges including (if possible) in the Sixth Form. There will be an opportunity to develop an interest in Computer Studies if desired.
Applications by letter (S.A.E. please) including curriculum vitae, full details of previous teaching posts and the names and addresses of two referees to the Headteacher by 18th October, 1984.

8. QUEEN ELIZABETH MARIDUNUM COMPREHENSIVE SCHOOL, JOHNSTOWN, CARMARTHEN (Group 10).
Second in ENGLISH DEPARTMENT (Scale 3). Experienced honours graduate required to assist in all aspects of the work in the department, particularly in the development of vocational courses in the 4th, 5th and 6th years.
Application forms and further details are available on receipt of a stamped addressed envelope from the Headteacher to whom completed applications are to be returned by 18th October, 1984.

W.J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, SA31 2NH.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, SA31 2NH.

EDUCATION DEPARTMENT
St. John Fisher School.
Ordnance Street, Chatham

Mixed Comprehensive. 11-18 years. 960 on roll. 120 in Sixth form.

Required for January 1985.

Head of Religious Education Department Scale 4.

A well qualified, experienced practising Catholic teacher able to teach the subject to 'A' level and to lead an enthusiastic team working closely with the year Chaplains.

The school continues to be oversubscribed accepting Catholic Pupils from a wide catchment area.

Forms and details from the Headmaster upon receipt of S.A.E.

KENT COUNTY COUNCIL

Religious Education

Heads of Department

HILLINGDON

LONDON BOROUGH OF HILLINGDON
VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge, Middlesex UB10 8AB
(Number on roll: 918 - 165 in 6th form)
Headteacher: D.C. Best, M.A., F.R.S.A., J.P.
Required for January 1985, a well qualified teacher to be Head of the Religious Education Department. (Scale 2 or 3 depending on qualifications and experience) to teach the subject throughout the school.
The successful candidate may be asked to teach a second subject in the short term.
Applications by letter to the Headteacher.
Outer London Allowance Payable.
Closing date 12th October 1984. (38691) 134418

LONDON W14

CARDINAL VAUGHAN MEMORIAL SCHOOL
Addison Road, Kensington, London W14
(Telephone: 01-603 8478)
The Governors of this Voluntary Aided Catholic School for Boys, roll 587, 122 in the Sixth Form, (girls admitted only in the Sixth Form), require for January 1985 a well qualified graduate for the SCALE 4 post of HEAD OF RELIGIOUS EDUCATION. This vacancy arises from the transfer of the Rev. V. Felzman to Westminster Cathedral. Applications from lay, religious and clerical candidates are warmly welcome. Religious Education is taught throughout the school and there are examination courses at CSE, 'O' and 'A' level. An ability to organise General Studies in the Sixth Form would be an advantage.
Applicants are asked to contact the Secretary for application forms and for further particulars and to note that visits to the school are welcome. Closing date, Wednesday, 17th October. (30974) 134418

SURREY

EDUCATION COMMITTEE
CARDINAL GODFREY R.C. (V.A.) SCHOOL
Manor Lane, Sunbury on Thames, Middx.
ENOR 415 Boys 11 - 16
Required January 1985, an enthusiastic and experienced practising Catholic teacher as Head of Religious Education, Scale 3. The successful applicant will be expected to coordinate the work of the Humanities subjects and make a positive contribution to the life of the School.
Applications by letter with C.V. including 2 referees (one of which should be a priest) to the Headteacher by 18 October 1984. (30908) 134418

HOUNSLOW

GUNNERSBURY CATHOLIC SCHOOL FOR BOYS
The Ride, Boston Manor Road, Brentford, Mx. TW8 9LB
Tel: 01-568 7581
REQUIRED FOR January 1985, a well qualified experienced HEAD OF RELIGIOUS EDUCATION (... Teacher Scale).
Applicants for this important post ... catholic deeply committed to the service of youth and able to make a contribution to the whole religious life of the school, including its community ... sion, its retreat programme, the liturgy and adult education.
There are three ... teaching rooms within ... partment in addition ... newly equipped ... successful candidate ... a team of four ... teachers as well as ... member of the school ... agement committee.
Letters of application ... ing details of interest ... lifications, relevant ... and the names of ... ferees - one of whom ... be a priest - should be ... to the Headmaster ... further information ... school and the post ... obtained. Prospective ... dates are welcome to ... school by appointment.
The school is a ... aided six form entry ... hensive for boys 11 - ... 1080 boys on roll ...
LONDON ALLOWANCE £645 PAYABLE.
CLOSING DATE ... OCTOBER. (06170) ...

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF BRENT
CARDINAL HINSLEY R.C. (BOYS) HIGH SCHOOL
Harlesden Road, NW10 ...
(Roll: 850)
Required for January 1985 SECOND in R.E. Department (Scale 3). The successful applicant will be a practising Catholic who will share in the organisation of the department.
London Allowance of £... per annum is payable. ... is fundamentally committed to Multi-Cultural Education.
Application forms ... obtainable from the Headteacher returnable within ... days. (30965) 134...

ESSEX

CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea
Tel: Southend (0702) ...
(Roll 1300)
TEACHER OF RELIGIOUS EDUCATION. Scale 1 ...
Required January 1985 ... perienced teacher to be responsible for subject to ... level and CSE.
Curriculum vitae and ... of two referees to the ... teacher (foolscap ... please). (30730)

SECONDARY RELIGIOUS EDUCATION
continued

HAVERING

LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7BJ
(Roll 966 Mixed)
Tel: Ingrebourne 71331
Headteacher: R.J. Bracken, B.A.
Required for January 1985, a Teacher of Religious Education to teach the subject to 1st and 3rd years with Social Studies in the senior forms. Scale 2 for suitable applicant.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher.
Closing date: 17th October, 1984. (07374) 134420

LONDON SW6

THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX

Tel: 01-385 0102

This is a voluntary-aided school in the trusteeship of the Fathers of the Oratory. There are 1093 boys and 84 girls on roll, including 275 in the sixth form. Girls are only admitted to the sixth form.

Required as soon as possible or January 1985: Temporary Teacher of Religious Education until August 1985 (Scale 1). This post is only open to practising Roman Catholics.

Applicants should submit a full curriculum vitae, naming two referees, to the Headmaster by Monday, 22nd October. (30457) 134422

Scale 1 Posts

BEXLEY

LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW
Tel: 01-310 0111
Required as soon as possible, or 1st January 1985, a teacher to join well established, well resourced R.E./Humanities team. Ability to teach Geography. Mixed ability teaching, strong effective pastoral system.
Telephone for details and/or write letter of application with c.v. to the Headmaster. (43152) 134422

DURHAM

COUNTY COUNCIL
JOHNSTON COMPREHENSIVE SCHOOL
11 - 18 years
RELIGIOUS STUDIES - Salary Scale I - Well qualified teacher required for January, 1985. Ability to teach subject to G.C.E. 'A' level and to offer a second subject would be advantageous.
Stamped addressed envelope for application forms and further details to Area Education Office, County Hall, Durham.
Closing date for receipt of applications 19th October, 1984. (30495) 134422

HAMPSHIRE

HARRIET COSTELLO SCHOOL
Crossborough Hill, Basingstoke RG21 2AL
11 - 16 Mixed Comprehensive
N.O.R. 1004
Required January, 1985
Temporary teacher of Religious Education to teach throughout the school including G.C.E./C.S.E. examination work. The successful applicant would also be expected to teach some English to forms in years I - III.
Further details from Headteacher. (30442) 134422

HILLINGDON

LONDON BOROUGH OF HILLINGDON
WALSINGHAM RC SCHOOL
Springfield Road, Hayes, Middlesex UB4 0LT
(Number on roll: 413 - 22 in 6th form)
Acting Headteacher: J. Bennett, B.A.
PART TIME TEACHER OF RELIGIOUS EDUCATION
A practising Roman Catholic Teacher of Religious Education is required in January 1985 for 0.5 of the week to teach Religious Education to the Fourth and Fifth years and English to a first year class.
Walsingham is an 11 - 16 Three Form Entry Secondary School with a roll of 413.
Application forms from and to be returned to Mr. J. Bennett at the school.
Closing Date: 2 weeks after TES advertisement.
Outer London Allowance Payable. (38692) 134422

Science

Heads of Department

BOLTON
METROPOLITAN BOROUGH

LITTLE LEVER SCHOOL
Church Street, Little Lever, Bolton BL3 1BT

(11 - 16)

HEAD OF SCIENCE FACULTY (including Mathematics and Technology)
Senior Teacher Scale

Suitably qualified and experienced teacher required from 1.1.85. Further details available.

Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 17 October 1984. (06162) 134818

CAMBRIDGESHIRE

LITTLEPORT VILLAGE COLLEGE
Parsons Lane, Littleport, Ely, Cambs.

Required for January, HEAD OF PHYSICS (Scale 2).

Please telephone the Warden, for further details and an application form, on Ely 860466. Closing date: 19th October. (43101) 134818

HAMPSHIRE

BOHUNT SCHOOL
Longmoor Road, Liphook
11 - 16 Comp. Mixed N.O.R. 1100
SCALE 4 HEAD OF SCIENCE
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head from whom further details are available. (43307) 134818

Holywell High School, Holywell (710011)
(11-18, mixed comprehensive, 1,270 pupils)
Head – J. G. Richards, B.Sc.

PHYSICAL EDUCATION, Scale 1
Two teachers of Physical Education (one for boys and one for girls) required as soon as possible. Both appointments are temporary to August 1985.

Alun School, Mold (4801)
(11-18, mixed comprehensive, 1,470 pupils)
Acting Head – J. M. Selman, B.Sc., M.Ed.
Required for January 1985 for two terms:

(1) PHYSICAL EDUCATION, Scale 1
An enthusiastic teacher of Girls' Physical Education. The ability to teach Outdoor Pursuits to years 4 and 5 would be an advantage. The school offers excellent facilities including gymnasia, sports hall, swimming pool, drama studio, porous pitch and extensive playing fields.

(2) BUSINESS STUDIES, Scale 1
Able to teach as many as possible of the following combinations of subjects:–
Typing, Shorthand, Office Practice, Commerce and Economics.
An interest in developing uses for the new micro-technology would be of advantage as would an interest in developing links with the other technical areas within the school.

Please apply by letter to the appropriate Head giving full curriculum vitae and names and addresses of three referees. Closing date October 15th.

JOHN HOWARD DAVIES
Director of Education
Shire Hall,
MOLD
26.9.84

CLWYD COUNTY COUNCIL

Teaching Vacancies
Secondary
AE/18/2 HEAD OF MATHS Scale 3
Denby John Flamstead School, Denby, Derby. (Derby 880260). (11-16, NOR 503).
NE/2/1 HEAD OF REMEDIAL Scale 4
Eckington School, Dronfield Road, Eckington, Sheffield. (Chesterfield 432849). (11-18, NOR 1393).
NE/1/1 ENGLISH (2nd in Department) Scale 3
Eckington School, Dronfield Road, Eckington, Sheffield. (Chesterfield 432849). (11-18, NOR 1393).
NE/3/1 HEAD OF COMPUTING (with Physics) Scale 2/3
Netherthorpe School, Netherthorpe, Staveley, Chesterfield. (Chesterfield 472220). (11-18, NOR 711).
DS/31/2 FRENCH/GERMAN Scale 2
William Allitt School, Sunnyside, Newhall, Burton-on-Trent. (Burton-on-Trent 216404/5). (11-16, NOR 885).
NE/8/1 PHYSICS (to 'A' level) Scale 1
Chesterfield School, Brookside, Chesterfield. (Chesterfield 568115/568442). (11-18, NOR 808).
Primary
DS/13/1/P CO-ORDINATOR FOR MATHS AND COMPUTER STUDIES Scale 2 + SPA
St. James CE (A), Junior School, Reginald Street, Derby. (Derby 40628). (NOR 340).
Special
HW/5/2 TEACHER FOR CHILDREN WITH EMOTIONAL AND BEHAVIOURAL PROBLEMS
Scale 1
Talbot House School, Talbot Road, Glossop, Derbyshire. (Glossop 2006). (7-16, NOR 32).
Application forms and further details (sae please) from the Headteachers.
Closing date: 19 October 1984.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER
DERBYSHIRE County Council

HAVERING

LONDON BOROUGH OF HAVERING
GAYNES SCHOOL
Brackendale Gardens, Upminster RM14 3UX
Tel: Upminster 22960
(Roll 956 - Sixth Form 90)
Headteacher: L.K.M. Bonny, M.Ed., F.C.P.
Head of Physics, Scale 3. Required for January 1985, a well qualified and experienced teacher to lead an existing strong department, teaching mainly Physics up to and including Advanced level. An interest in Electronics and Technology will be an advantage.
Applications by letter to the Headmaster with full curriculum vitae and names and addresses of two referees by Friday 12th October, 1984. (07376) 134818

HERTFORDSHIRE

BEDWELL SCHOOL
Telford Avenue, Stevenage, Herts. SG2 0AN
Group 11, Co-ed. all-ability
Required for January 1985, a well qualified Graduate Head of Science (Scale 4). Sound and wide experience of all levels, CSE, 'O', 16 plus and 'A' levels required, and preferably ability to teach two of the main Sciences to 'A' level. The Nuffield 13 - 16 Science Scheme is in operation and the successful applicant will be expected to support this curricular approach. Bedwell school is also part of the Stevenage TVEI Project.
Apply immediately to the Headmaster by letter (no forms) enclosing sae and including a curricular vitae and names and addresses of two referees.
Further details will be forwarded upon receipt of a sae. Interviews will take place on Thursday October 25th. (30937) 134818

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
BROCKHILL & ST LEONARD'S SCHOOL
Sandling Road, Saltwood, Hythe, Kent CT21 4HD
Required January 1985 - Head of Department of Science (Scale 4).
Please apply by letter (no forms) to the Headmaster from whom further details may be obtained. Closing date for applications 16th October 1984. (43146) 134818

NORFOLK

LITCHAM HIGH SCHOOL
Church Street, Litcham, Nr. King's Lynn PE32 2NS

Roll 540 mixed 11 - 16 years

SCALE 3 HEAD OF SCIENCE

Required January 1985, proven classroom/examination success and potential to organise and lead. Active involvement in curriculum development expected. Excellent facilities newly built.

Apply by letter immediately giving names, addresses and telephone numbers of two referees and full tabulated c.v. to the Headmistress from whom further particulars (s.a.e. please) are available. (30810) 134818

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Hailsham Avenue, Longbenton, Newcastle upon Tyne NE12 8ER
Headteacher: Mr J. Burn, J.P., B.Sc., M.Ed.
Required for 1st September 1985.
Scale 3 HEAD of BIOLOGY to develop and oversee courses to C.S.E., 'O' level and 'A' and 'S' level and to play a full part in the Integrated Science course in the lower school.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible. (06167) 134818

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Hailsham Avenue, Longbenton, Newcastle upon Tyne
Headteacher: Mr J. Burn, J.P., B.Sc., MEd.
Required for 1st September 1985.
Scale 3 HEAD of PHYSICS to develop and oversee courses to C.S.E., 'O' level and 'A' and 'S' level and to play a full part in the Integrated Science course in the lower school.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible. (06166) 134818

NORTHAMPTONSHIRE

BUGBROOKE CAMPION SCHOOL
Bugbrooke, Northampton NN7 3QG

Applications are invited for the post of HEAD OF PHYSICS, SCALE 3, duties to commence January, 1985

This comprehensive school serves a large rural area west of Northampton and has over 1200 pupils on roll. A strong Science Department prepares pupils for examination at CSE, 'O' and 'A' level. Physics in the sixth form has been particularly successful and many pupils have taken scholarship level papers in the past. Facilities for Science are good; there are two other specialist Physics teachers.

Applications by letter, including curriculum vitae and names of two referees to the Headmaster as soon as possible. Telephone enquiries are invited. (30622) 134818

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
COLLEY SCHOOL
Remington Road, Sheffield S5 9PB
Required for January 1985, a Scale 2 teacher to be responsible for Biology, in years 4, 5 and 6 and to contribute to the teaching of General Science in the Junior part of the school. SPS Allowance payable.
Further details and application forms available from the Headteacher to whom they should be returned by 12 October. (30275) 134818

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WISEWOOD SCHOOL
Rural Lane, Sheffield S6 4BH
Required for January 1985, a well qualified and experienced teacher to become Head of Science, Scale 4. The successful candidate will be responsible for the organisation and teaching of Biology to 16 plus and 'A' Level and for the direction and co-ordination of the other subjects in the department.
Application forms and further details available from the Headteacher to whom completed forms should be returned by 12 October. (30276) 134818

SUFFOLK

FARLINGAYE HIGH SCHOOL
Ransom Road, Woodbridge IP12 4JU
13 - 18 mixed comprehensive roll 751 including 96 in Sixth Form
HEAD OF SCIENCE
SENIOR TEACHER SCALE
Required January 1985 or as soon as possible thereafter. The Science Department has seven laboratories and excellent facilities. A full range across Chemistry, Biology, Physics, Modular Science, Nuffield work and Technology is covered.
Application forms and further details obtainable from the Head at the School. s.a.e. please. (43167) 134818

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
SHINEY ROW SCHOOL
Success Road, Philadelphia, Houghton-le-Spring DH4 4TL, Tyne and Wear
(Group 10)
HEAD OF THE SCIENCE DEPARTMENT (Scale 4)
Required for January, 1985. The ability to teach Chemistry to G.C.E. 'A' level is essential.
Application forms obtainable from the Headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 19th October, 1984. (30820) 134818

WALTHAM FOREST

CARDINAL WISEMAN SENIOR HIGH SCHOOL
Shernhall Street, London E17
Head: Mr A. Innes
REQUIRED FOR JANUARY HEAD OF PHYSICS, Scale 2 (plus London Allowance) required in this Catholic comprehensive school for pupils aged 14 - 19 years (456 on roll). Teaching will be at 'A', 'O' and C.S.E. levels. Laboratories are modern and well-equipped, and there is a good record of examination success. An ability to teach Electronics would be welcome. The teacher would work under the direction of the Head of Science.
Application form and further details available from and returnable to the Head Teacher on receipt of s.a.e.
Ref: P72/1081. (30949) 134818

Scale 2 Posts and above

AVON COUNTY

RALPH ALLEN SCHOOL
Claverton Down Road, Bath BA2 7AD
(Comprehensive, co-educational, 11 - 18, 700 on roll)
Required from January 1985, Chemistry graduate to take responsibility for the subject within the Science Department (Scale 2).
Further details from and letters of application to the Headmistress, giving full c.v. and names and addresses of two referees, enclosing sae.
Avon is an equal opportunities employer. (43109) 134820

BRENT

LONDON BOROUGH OF BRENT
CLAREMONT HIGH (MIXED) SCHOOL
Claremont Avenue, Kenton, Harrow HA3 0UH
(A comprehensive of 1180 pupils, (210 in 6th Form) in a pleasant residential area)
Required from January - A suitably experienced graduate TEACHER of PHYSICS (Scale 2). The successful applicant will have particular responsibility for the Physics content of Lower School Science, and will be required to teach across the ability range including 'A' level. The school is developing an 'O' level Electronics Course. This is an important post offering full involvement in a strong department.
London Allowance of £987 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (30953) 134820

CAMBRIDGESHIRE

PARKSIDE COMMUNITY COLLEGE
Required for January at this 11 - 16 Comprehensive School in the centre of Cambridge, Teacher in charge of CHEMISTRY (Scale 2).
Apply immediately by letter, giving details of qualifications and C.V. to the Principal, Parkside Community College, Cambridge CB1 1EH. Closing date for applicants October 20th. (43313) 134820

CORNWALL

EDUCATION COMMITTEE
FOWEY SCHOOL
Windmill, Fowey, Cornwall
Group No. 10. No. on Roll 915
IN CHARGE OF PHYSICS - Scale 3
Required for January 1985, an experienced and energetic teacher to take charge of physics within a thriving science department. It is also expected that the successful candidate will be responsible for the development of technology and/or electronics-based courses for 14 - 16 year old pupils.
Further details obtainable from the Headmaster (S.A.E. please) to whom application should be made by letter, including full curriculum vitae and names, addresses and telephone numbers of two professional referees. (30174) 134820

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

DEPUTY HEADTEACHERS
Primary
STICKLEPATH PRIMARY SCHOOL, Woodville Estate, Barnstaple, EX31 2HH. (Roll 376)
DEPUTY HEAD GROUP 6
Required April 1985. Closing date 19 October 1984.

TORQUAY, ST MARYCHURCH C OF E (AIDED) PRIMARY SCHOOL, Hartop Road, Torquay, TQ1 4QH. (Roll 179)
DEPUTY HEADTEACHER GROUP 4
Required April or September 1985. Responsibilities to include the Early Years (5–8). Candidates should be in sympathy with a church school. This is a re-advertisement and previous applicants will be considered. Closing date 19 October 1984.

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SCALE POSTS
Secondary
IVYBRIDGE COMMUNITY COLLEGE, Harford Road, Ivybridge, PL21 0JA. (Roll 1300)
SCALE 4 – HEAD OF SCIENCE
Required January 1985. Closing date 17 October 1984.
PILTON SCHOOL AND COMMUNITY COLLEGE, Chaddiford Lane, Barnstaple, EX31 1RB. (Roll 1406)
SCALE 1 – ENGLISH
Required January or April 1985 a teacher for English across the age and ability range in this 11–16 comprehensive. Closing date 17 October 1984.
BIDEFORD SCHOOL AND COMMUNITY COLLEGE, Abbotsham Road, Bideford. (Roll 1570)
SCALE 1 – CHEMISTRY/COMBINED SCIENCE
Required January 1985. Two teachers to offer Chemistry throughout this 11–18 comprehensive school. A Level work available for a suitably qualified applicant. The ability to offer physical sciences to O Level is desirable. Please apply by letter with curriculum vitae and the names and addresses of two referees to the Head Teacher. Closing date 12 October 1984.

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SCALE POSTS
Primary
ERMINGTON COUNTY PRIMARY SCHOOL, Ermington, Ivybridge, PL21 9NH. (Roll 86)
SCALE 1 – INFANTS
Required January 1985 experienced teacher for a new Infant class. Experience in co-operative teaching essential. Must offer expertise in Infant Maths, Display and Creative Arts. Closing date 17 October 1984.
LIPSON VALE PRIMARY SCHOOL, Bernice Terrace, Lipson, Plymouth, PL4 7HW. (Roll 295)
SCALE 1 – INFANTS/JUNIORS
Required January 1985 for upper Infants/lower Juniors. An interest in humanities would be an advantage. Closing date 17 October 1984.
CHADDLEWORTH INFANTS SCHOOL, Hemerdon Heights, Plympton, Plymouth, PL7 3EU (Roll 150)
SCALE 1 – INFANTS
Required January 1985 for a class of 6 and 7 year olds initially but with ability to teach full Infant range 5–7 years if required. Musical ability an advantage.
Closing date 17 October 1984.

DEVON

SECONDARY SCIENCE
continued

CAMBRIDGESHIRE
BRETTON WOODS COMMUNITY SCHOOL
Flaxland, Bretton, Peterborough PE3 8DF
Tel: Peterborough 266975
(11 - 18 Mixed Comprehensive)
Group 11: Roll 1500
Principal: J.L. Gribble, B.A., M.Ed.
REQUIRED FOR JANUARY 1985:-
BIOLOGIST SCALE 2
A well-qualified and enthusiatic teacher is sought to develop and be responsible for Living Resources and Agricultural Science, within a large and lively Science Faculty in this school which opened in 1977.
The Faculty has a heavy commitment to S.S.C.R. and T.V.E.I., this latter involvement being encouraged by the Faculty Director who is also the school's T.V.E.I. co-ordinator. Science curriculum development is a major component of our current commitment and provides exciting opportunities for the successful candidate.
A willingness to teach across the full age and ability range, including Combined Science, is essential.
The successful applicant will be part of a pastoral team engaged in Active Tutorial work.
Further details and application forms may be obtained from the Principal at the above address (s.a.e. first class), to whom applications should be submitted. (38575) 134820

CUMBRIA
COUNTY COUNCIL
QUEEN KATHERINE SCHOOL
Appleby Road, Kendal
(11 - 18 mixed comprehensive NOR 1250)
Required for January 1985 a well qualified and experienced Chemistry Teacher to take the full ability range and up to advanced level work. Scale 3.
Application forms and further particulars available from the Head of the School (sae please). Completed applications to be returned by 19 October 1984. (30222) 134820

DEVON
Please see displayed advertisement on Page 65. (30300) 134820

DONCASTER
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
ADWICK SCHOOL
Required for January 1985 a Graduate teacher for Physics. Scale 2 post available for suitable qualified teacher. The school offers courses at 'A' level, C.S.E. and 16plus and the person appointed will be expected to share in the teaching of all of these courses. Interest in C.A.L. or other aspects of Computer Education an advantage.
Letters of application, together with the names and addresses of two referees should be sent to the Headmaster as soon as possible.
Adwick School is a mixed comprehensive School of 1800plus pupils with approximately 250 pupils in a well established Sixth Form. (43109) 134820

ESSEX
BEAUCHAMPS SCHOOL
Beauchamps Drive, Hill Avenue, Wickford SS11 8LY
(Roll 1220)
Tel: Wickford 3466/67/68
TEACHER OF PHYSICS. Scale 2
Required for January 1985. Details of responsibilities available from, and applications to, the Headteacher, giving curriculum vitae (foolscap s.a.e. please).

KING JOHN SCHOOL
Shipwrights Drive, Thundersley, Benfleet
(Roll 1300; 11 - 16 Mixed Comprehensive)
Tel: Southend 558284
PHYSICS TEACHER. Scale 2 January 1985, enthusiastic physicist with interest in electronics, technology and computing. Good catchment area with full ability range.
Curriculum vitae and letter of application to the Headteacher (foolscap s.a.e. please). (43155) 134820

HERTFORDSHIRE
HEMEL HEMPSTEAD SCHOOL
940 mixed (170 in Sixth Form)
PHYSICS teacher, Scale 2, needed for January, 1985. There is a substantial load of VIth form teaching, but the successful candidate will be expected to teach at all levels up to university award level. The department is well equipped, and has a very high record of achievement in public examinations.
Prospectus and further details from the Headmaster, Heath Lane, Hemel Hempstead, Herts. (07385) 134820

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HOWDEN SCHOOL
Derwent Road, Howden, Goole DN14 7AL
(Co-educational comprehensive, 11 - 18 years, N.O.R. 824)
HEAD OF BIOLOGY/RURAL SCIENCE - SCALE 3
Required for January 1985, a well-qualified and experienced teacher to lead this successful department working to C.S.E., 'O' and 'A' levels.
Applications forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 15th October, 1984. (30714) 134820

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
COTTINGHAM HIGH SCHOOL
Harland Way, Cottingham HU16 5PX
CHEMISTRY - SCALE 2
Required for January 1985, an experienced graduate teacher to be second in the Chemistry Department. The post involves teaching Chemistry to all levels including 'A' level and Integrated Science to the first year.
Application forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 15th October, 1984. (30713) 134820

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE INVICTA GRAMMAR SCHOOL FOR GIRLS
This is an Upper School in a Kent two tier Secondary Scheme. There is a six form entry of high ability at 13 plus and a Sixth Form of 300 based on a split site.
Headmistress:- Mrs E.G. Blackburn, B.Sc. (Econ)
Required for January 1985 an assistant teacher of Biology to teach throughout the school to Ordinary and Advanced level. Social Biology is also taught at Advanced level and candidates will be expected to be aware of this course. A Scale 2 post with responsibility for internal assessments at examination level is available for a suitably experienced applicant.

GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RF
Roll: 635 mixed
This is a Thames-side High School, age range 11 - 17 with courses to GCE and CSE. Required for January 1985 an experienced Physics teacher, Scale 3, to teach the physical sciences to 'O' level. The successful applicant will have experience of teaching Physics and general science to all ability levels. An interest in electronics and/or computing would be an advantage.
Application forms and further details are available from the Headmaster at the school.
Closing date: 19th October 1984. (43147) 134820

NORTH YORKSHIRE
COUNTY COUNCIL
WHITBY SCHOOL
Prospect Hill, Whitby YO21 1LA
Comprehensive 14 - 18: 980 pupils (240 in Sixth Form)
Required January 1985, teacher of PHYSICS to all ability levels in this rural 14 - 18 school with a strong academic tradition in the Science Department.
Scale 2 appointment as first assistant to Head of Department.
Further details and forms from Headmaster (s.a.e. requested). (38695) 134820

SHROPSHIRE
EDUCATION COMMITTEE
MARY WEBB SCHOOL
Pontesbury, Shrewsbury, Shropshire
Required for January 1985, Scale 2 teacher responsible for Chemistry and to teach integrated science in the lower school.
Forms and details available on receipt of S.A.E. (43316) 134820

Scale 1 Posts

BERKSHIRE
THE HOLT SCHOOL
Holt Lane, Wokingham, Berks.
NOR: 1110, 135 in 6th Form. All Girls Comprehensive. Scale 1.
Required for January 1985, a well-qualified, enthusiastic teacher of Chemistry (Scale 1) to teach this subject throughout the school. There are 8 well-equipped laboratories and excellent laboratory assistance. Nuffield 'A' level Chemistry is well established in the 6th Form. Integrated Science (SCISP) is taught in the middle school and Nuffield Combined Science in years 1 and 2.
Apply with details and the names of two referees to the Headmistress at the school. Please enclose SAE.
Closing date: 17th October, 1984.
An Equal Opportunity Employer. (30925) 134822

BEXLEY
LONDON BOROUGH
ST. MARY & ST. JOSEPH RC SCHOOL
Chislehurst Road, Sidcup, Kent DA14 6BP
Tel: 01-309 7700
Roll 750 150 Sixth Form
Required for January 1985, a well qualified Physics/Maths Graduate to assist in the teaching of these subjects to 'O' and 'A' level standard. Scale 1 post. Assistance with Games (especially Rugby) would be an advantage. Applications from newly qualified teachers welcome.
Further details and application form are available from the Headmaster. Please enclose foolscap sae. (43135) 134822

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST JOSEPH'S COLLEGE
Voluntary Aided RC Girls' 13 - 18 comprehensive school - 910 on roll including 220 in Sixth Form
Required for November 1984 or as soon as possible thereafter, an energetic graduate Biologist (Scale 1). This is a temporary appointment to cover for maternity leave.
The person appointed will join a highly successful, well equipped science faculty of seven staff and teach across the age and ability range up to and including 'A' level.
Further details and application forms may be obtained from (sae please) the Headteacher, St Joseph's College, Cunliffe Road, Bradford BD8 7AP, to whom completed forms should be returned by 17th October 1984.
Reference: ET 85584/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (30811) 134822

BRENT
LONDON BOROUGH OF BRENT
ST GREGORY'S HIGH (MIXED) SCHOOL
Donnington Road, Kenton, Harrow HA3 0NB
(Roll: 1020, 11 - 18)
Required as soon as possible in this R.C. Comprehensive School - A suitably qualified TEACHER to assist in the SCIENCE DEPARTMENT teaching Chemistry to 'O' and 'A' level and Integrated Science in the Lower School. School has six well equipped laboratories. Scale 1 post.
London Allowance of £987 per annum is payable. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (30963) 134822

CROYDON
THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for January 1985 Honours graduate to teach Physics to Oxford and Cambridge Entrance. The School has a flourishing Science Department and the post would be equally suitable for either an experienced person or well qualified beginner. An interest in Electronics would be welcome. Salary according to qualifications and experience. Could be Scale 3 for the right person.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (30018) 134822

DEVON
Please see displayed advertisement on Page 65. (30602) 134822

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Mixed Comprehensive. 800 on Roll
Required January 1985, a teacher of BIOLOGY prepared to teach the subject to a range of classes throughout the school together with introductory Science in years 1 and 2.
London Allowance, £645.
Application forms (large SAE) obtainable from, and to be returned to, the Head Teacher at the school as soon as possible. (30282) 134822

ESSEX
KING HAROLD SCHOOL
Broomstick Hall Road, Waltham Abbey
(Roll 1030)
Tel: Lea Valley 714800 or 714818
SCIENCE TEACHER, Scale 1 (London Fringe Allowance) January 1985, well qualified teacher to take Lower School Science and some Upper School Physics. Temporary 2 term contract in the first instance.
Please apply to the Headteacher at the school (foolscap s.a.e. please).

THOMAS, LORD AUDLEY SCHOOL
Monkwick Avenue, Colchester CO2 8NN
(Roll 1065)
Tel: Colchester 47911
SCIENCE, Scale 1
Required for January, person to take an existing timetable mainly involving Biology but to teach Chemistry in the future.
Forms and details from Headteacher (foolscap s.a.e. please). (43156) 134822

HERTFORDSHIRE
THE MERIDIAN SCHOOL
Garden Walk, Royston, Herts. SG8 7JH
13/18 Co-educational All-ability Roll: 800
Wanted for January 1985, a teacher of CHEMISTRY to teach across the full range of ability and age: CSE 'O' and 'A' level courses available. Meridian is the Upper School serving Royston and surrounding villages. Royston is a small town with good transport links to London and within 13 miles of Cambridge.
Apply by letter to the Head, Mr G.T. Kingsley, giving full details, names & addresses of two referees who know you as student or teacher, and telephone number. Please enclose A4 S.A.E. (38546) 134822

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HUNSLEY SCHOOL
East Dale Road, Melton, North Ferriby HU14 3HS
(Rural co-educational comprehensive, 11 - 18 years; N.O.R. 1561, 187 in Sixth Form)
GENERAL SCIENCE/BIOLOGY - SCALE 1
Required for January 1985, a well-qualified scientist, to teach General Science to younger children and Biology to older children in the main school. A keen interest in Rural Studies, together with some sporting ability would be helpful and the post is suitable for an experienced teacher or a probationer.
Application forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 15th October, 1984. (30710) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE INVICTA GRAMMAR SCHOOL FOR GIRLS
This is an Upper School in a Kent two tier Secondary Scheme. There is a six form entry of high ability at 13 plus and a Sixth Form of 300 based on a split site.
Headmistress:- Mrs. E.G. Blackburn, B.Sc. (Econ)
Required in January 1985 a Biology graduate as a temporary replacement for a teacher who will be on Maternity leave. Ability to teach Ordinary and Advanced level classes is necessary. This is a flourishing department and the vacancy presents a good opportunity for a probationary teacher or a married woman returning to the profession.

CANTERBURY DIVISION
ST. ANSELM'S COMPREHENSIVE SCHOOL
(5 form entry, 11 - 18 Co-educational roll 850)
The Governors wish to appoint for January 1985 a Graduate Science Teacher (Scale 1) to join a department with established courses to C.S.E., G.C.E. 'O' and 'A' levels.
A good opportunity exists for candidates offering specialisms in Physics, Chemistry or Biology.
Apply by letter, giving two referees, to the Headmaster at the school in Old Dover Road, Canterbury (further details and forms available on receipt of s.a.e.). (43141) 134822

KNOWSLEY
RUFFWOOD COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L33 8XF
(1890 Boys and Girls, aged 11 - 18, 130 in Sixth Form. SPA payable)
Required for January 1985 or as soon as possible thereafter:
SCALE 1 Physics teacher. To join a team of five specialists in a variety of courses for 13 - 18 students including 'A' and 'O' levels, CSE, Engineering Science and a vocationally slanted City and Guilds course. A sixth form course in Control Technology has been launched.
For further information send s.a.e. to the Headteacher, to whom applications by letter giving details of age, qualifications and experience together with the names of two referees should be sent by 19 October 1984. (30235) 134822

NORTHAMPTONSHIRE
SOUTHBROOK COMPREHENSIVE SCHOOL
Hawke Road, Southbrook Estate, Daventry, Northants. NN11 4LJ
Teacher of Chemistry required for January 1985 temporary for two terms.
Application form and further details available from the Headmaster (SAE please).
Closing date: 15 October 1984. (30619) 134822

NORTHUMBERLAND
CRAMLINGTON COUNTY HIGH
Cramlington NE23 6BN
Group 12, 13 - 18 Comprehensive, 1320 pupils inc. 140 in 6th Form
Cramlington is a new town within easy reach of Newcastle, Coast and Northumberland National Park.
Required from Jan. 1985, Teacher of Biology (Scale 1) to join large and lively Dept. Will take over timetable involving teaching throughout age and ability range inc. 6th Form. Removal expenses/lodging allowance may be payable.
Application forms, returnable 19.10.84, and further details from Headmaster (send sae). If you have not heard by 30.11.84 you have been unsuccessful. (30655) 134822

ROTHERHAM
METROPOLITAN COUNCIL
MALTBY COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1800 on roll. Approx. 200 in 6th form
Required for January, 1985. ASSISTANT TEACHER - SCALE 1. Teacher for General Science with Technology throughout the school.
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Braithwell Road, Maltby, Rotherham S66 8AB (Tel: Rotherham 812864).
G. Crann, Director of Personnel Resources.

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
BOOTLE HIGH SCHOOL
Marian Way, Netherton, Merseyside L30 3TQ
Tel: 051-521 1734
11 - 18 mixed Comprehensive newly reorganised
TEACHER OF SCIENCE/PHYSICS (Scale 1)
Suitably qualified Teacher required as soon as possible to teach Lower general Science and Physics to 4th year level until [illegible] 1985.
Apply immediately by letter to the Head Teacher giving curriculum vitae, names and addresses of 2 referees. S.A.E.
Closing date 19th October 1984. (41373)

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
GLEADLESS VALLEY SCHOOL
Matthews Lane, Sheffield S8 8JS
Required as soon as possible a temporary part-time teacher of Biology able to teach up to and including 16 plus.
Applications by letter should reach the Headteacher by Friday, 12 October. (30271)

VSO
Science teachers are needed to work overseas.
For details see VSO advertisement in overseas section. (30464)

WIGAN
METROPOLITAN BOROUGH OF WIGAN
INCE-IN-MAKERFIELD BRIDGE COUNTY HIGH SCHOOL
Holt Street, Ince, Wigan WN2 3HD
Tel: Wigan 44151
11 - 16 Mixed Comprehensive
Required for 5th November 1984.
TEMPORARY TEACHER OF BIOLOGY Scale 1 to cover maternity leave of permanent member of staff.
Application forms and further particulars available from and returnable to the Headteacher at the school (s.a.e. please) by 19th October 1984. Ref. A40. [illegible]

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
HEATH PARK HIGH SCHOOL
GENERAL SCIENCE - Scale 1
Temporary full time teacher required from 29 October to cover maternity leave in this 11 - 18 mixed comprehensive school.
Application forms are obtainable from The Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (Please [illegible]).
Wolverhampton Council welcomes applications from all sections of the community irrespective of [illegible] sex, ethnic origin or [illegible] and from people with disabilities who have the necessary attributes to do the job. (30417)

Social Studies

Scale 2 Posts and above

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 [illegible]
Head Teacher A. Gabert
Number on roll: 1800
TEMPORARY TEACHER of Social Studies Scale 3
Required JANUARY 1985 or as soon as possible to take charge of [illegible] Teaching of Social Studies to 'A' Level until the August 1986. Ability to teach Government and Politics to 'A' level would be an advantage but not essential. [illegible] established and successful department in Years 4 and 5 and in the 6th Form. LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 15TH OCTOBER 1984. DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An equal opportunity employer. (07361)

Scale 1 Posts

SURREY
EDUCATION COMMITTEE
ESHER SIXTH FORM COLLEGE
Weston Green Road, Thames Ditton, Surrey KT7 0JB
665 NOR
Required as soon as possible Part-time (25/100) Teacher of Sociology to 'O' level also capable of teaching either Business Studies or English to 'O' level or [illegible] plus. Temporary post until August 1985 in the first instance.
Letters of application to the Principal. (30891)

City of Birmingham
Education Department

Commerce — Scale 1
George Dixon School, City Road, Birmingham, B17 8LF.
Tel: 021 420 2444
Teacher for Commerce/Typewriting.

Commerce/Business Studies — Scale 2
Hamstead Hall School, Craythorne Avenue, Birmingham, B20 1HL.
Tel: 021 358 5991
Teacher for Commerce and Business Studies to be responsible for subject throughout the school.

Computer Studies/Information Technology — Scale 1/2
Joseph Chamberlain VI Form College, Belsall Heath Road, Highgate, Birmingham, B12 9DS.
Tel: 021 440 4298
Required for January 1985, teacher of Computer Studies and Information Technology, mainly to sixth form on following courses: 'O' level and CSE, City & Guilds, Extension and Recreation. Also Physics teaching to 'O' level and CSE required. The proportion of the 2 subjects could be varied to suit successful applicant. Opportunities will exist to teach either subject to 'A' level depending on the strength of the person appointed.

Craft, Design and Technology — Scale 2
Holte School, Wheeler Street, Birmingham, B19 2EP.
Tel: 021 523 7321.
Required for January 1985, teacher for Craft, Design and Technology with some ability in Electronics and Control Technology.

Woodwork — Scale 2
Castle Vale School, Farnborough Road, Birmingham, B35 7NL.
Tel: 021 747 6101.
Teacher to take charge of Woodwork required for January 1985, permanent.

CLOSING DATE: 12 OCTOBER 1984

Application form and further particulars available from the Headteacher or Principal of the school or college concerned enclosing sae.
An equal opportunities employer.
(6870)

BIRMINGHAM CITY COUNCIL

SECONDARY EDUCATION
continued

Speech and Drama

Heads of Department

HILLINGDON
LONDON BOROUGH OF HILLINGDON
SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Uxbridge, Middlesex UB10 0EJ
(Number on roll: 822 - 99 in 6th form)
Headteacher: Miss J.E. Trales
Required for January 1985, Head of Drama and Dance (Scale 3). Both Drama and Dance are taught to all pupils throughout years 1 - 3 and as examination subjects in years 4 and 5. The school has a strong tradition of lively work in this department. The person appointed should be able to teach both subjects.
Please apply in the first instance to the Head of the School stating the names and addresses of two referees. Closing Date: Two weeks after TES advertisement.
Outer London Allowance Payable. (38688) 135218

MANCHESTER
CITY OF MANCHESTER
EDUCATION DEPARTMENT
HEAD OF DRAMA, Scale 3
BIRLEY HIGH SCHOOL
Chichester Road, Manchester M15 5FU
REQUIRED FOR JANUARY 1985 FOR THIS MIXED 11 - 16 HIGH SCHOOL:
An enthusiastic, committed and experienced teacher is needed for this important post. The person appointed would develop drama both as a subject and as a resource across the curriculum. She/he would also play a major part in developing the central role of the creative arts in the school.
Birley is a multiracial inner city school. Staff appointed are expected to support the development of equal opportunities and anti-racist policies.
Letters of application, with curriculum vitae and the names of two referees, to the Head by OCTOBER 15TH, 1984.
An Equal Opportunity Employer. (30226) 135218

Scale 2 Posts and above

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
SHENE SCHOOL
Park Avenue, East Sheen, SW14 8RG
DRAMA, SCALE 2
A temporary Head of Department is required to cover maternity leave from 1st January 1985 or earlier if possible. Candidates must be familiar with 'O' Level and CSE Drama courses, and be prepared to contribute to the extra-curricular work of the Department.
Shene is an 11 - 16 mixed comprehensive of 870 pupils situated in pleasant grounds close to Richmond Park.
Apply in writing as soon as possible to the Headteacher at the school. (30408) 135220

Scale 1 Posts

HILLINGDON
LONDON BOROUGH OF HILLINGDON
SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Uxbridge, Middlesex UB10 0EJ
(Number on roll: 822 - 99 in 6th form)
Headteacher: Miss J.E. Trales, M.A.
Required for January 1985, a part-time teacher of Dance (0.5) to teach 4th & 5th year examination classes.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (38689) 135222

NEWHAM
LONDON BOROUGH OF NEWHAM
ST JOHN'S CATHOLIC SCHOOL
Green Street, London E13 8AX
Head Teacher: E.J.M. Lawn
Number on roll: 628 (65 VI)
TEACHER OF MUSIC/DRAMA Scale 1
Required: JANUARY 1985. A Catholic Teacher of Drama and Music to join a successful Performing Arts Department in this 11 - 19 Catholic Comprehensive school serving a multicultural community.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 16th October 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An equal opportunity employer. (07358) 135222

NORFOLK
CAISTOR HIGH SCHOOL
Windsor Road, Caistor, Gt. Yarmouth NR30 5LS
N.O.R. 640, 12 - 16 Mixed
Required for January 1985.
Scale 1 teacher to take charge of Drama throughout the school (including C.S.E. courses), and teach English for remainder of timetable.
Applications by letter to the Headteacher at the School enclosing curriculum vitae and the names of two referees.
Closing date 19.10.84. (30828) 135222

Technology

Scale 2 Posts and above

HERTFORDSHIRE
HEMEL HEMPSTEAD SCHOOL
940 mixed (170 in Sixth Form)
TECHNOLOGY teacher, Scale 2, needed for January, 1985. The successful candidate should have a degree in science, engineering or technology and be willing to develop his or her own workshop skills. The Department is already very well equipped for orthodox Craft, Design and Technology work, and building and equipment plans are currently in hand to provide comprehensive and up-to-date facilities for technology. Courses to 'O' and 'A' level are already well-established.
Prospectus and further information from the Headmaster, Heath Lane, Hemel Hempstead. (07386) 135520

Other than by Subject Classification

Heads of Department

ESSEX
THE APPLETON SCHOOL
Croft Road, Benfleet
Tel: South Benfleet 4215
(Roll 1610)
HEAD OF RESOURCES, Scale 3
A successful teacher required to co-ordinate resources within the school. Experience in teaching Media Studies an advantage. Closing date: 15th October, 1984.
Applications by letter with curriculum vitae to the Headteacher at the school as soon as possible (foolscap s.a.e. please). (30728) 135618

Scale 2 Posts and above

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE SUPPORT TEAM
(Scale 3)
Required for 1st January, 1985:- A fully qualified teacher with responsibility to develop links with TVEI in the field of special education. The person appointed will need to have an overview of secondary curriculum development and have a firm grasp of the problems associated with educating young people with special educational needs within both mainstream and special education schools.
SUPPORT TEAM (Scale 2)
Required for 1st January, 1985:- A teacher to assist the Centre Co-ordinator in the development and implementation of the experience-based learning programme. This will involve aspects of work experience, simulated work experience, enterprise and residential placement.
The person appointed must also be able to offer a teaching specialism appropriate to this post.
Both teachers will be part of the team based at the TVEI Resource Centre and will be responsible to the Project Co-ordinator.
Application forms and further details obtainable from the Direct of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed envelope to be returned to him by 19th October, 1984. (30818) 135620

Scale 1 Posts

BERKSHIRE
WINDSOR BOYS SCHOOL
Maidenhead Road, Windsor SL4 5EH
NOR: 836 Secondary. Scale 1
Required for January 1985, a Teacher of History and Physical Education in this 13 - 18 school. This is a temporary appointment in the first instance for two terms.
Applications by letter to the Headmaster with Curriculum Vitae and the names and addresses of two referees.
Closing date: 22nd October, 1984.
An Equal Opportunity Employer. (30936) 135622

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Experienced teacher to work with small groups of final year secondary age pupils with behavioural and learning difficulties.
See under 'Secondary - Remedial - Scale 1'. (30488) 135622

CHANNEL ISLANDS
VICTORIA COLLEGE
Jersey
Graduate required for January 1985 to teach Geography and subsidiary History to O level. The opportunity to teach A level Geography will be offered to a suitable candidate.
Help with sport and extra curriculum activities will be an essential condition of the appointment.
The appointment will be Scale 1.
Details and application form from the Headmaster (0534 37591). (05694) 135622

Sixth Form and Tertiary Colleges

Heads of Department

HAMPSHIRE
ITCHEN COLLEGE
Middle Road, Southampton SO9 3AX
(16 - 19 Open Access NOR c650)
Required January SCALE 3 DIRECTOR OF DRAMA.
Teaching 'A' Level Theatre Studies and strong interest in dramatic activities of college to CEE Drama and General Studies.
SAE to Principal for further details. (30436) 140018

Scale 2 Posts and above

HAMPSHIRE
ALTON COLLEGE
Tertiary 800 students 16 - 19 plus 3,000 PT
Required January 1985, well qualified graduate teacher of MATHEMATICS, Lecturer I to teach a range of courses including CPVE, GCE and Oxbridge preparation.
SAE to Principal, Alton College, Alton, Hampshire GU34 2LX (Alton 88118) for further details.
Letter of application c.v., two referees and SAE by 17TH OCTOBER, 1984. (30433) 140020

HAMPSHIRE
EDUCATION COMMITTEE
BROCKENHURST COLLEGE
Recently a Sixth Form College Brockenhurst changed status to that of Tertiary in September 1984 and requires the following:
LECTURER II IN PHYSICAL EDUCATION
Candidates must have experience in, and be capable of, organising and supervising Girls' Games. Experience of a Multigym and/or First Aid qualifications will be an advantage.
LECTURER II TO TEACH ELECTRONICS
Up to and including 'A' level. Candidates must be prepared to teach some Physics to these same levels. Experience and interest in practical Electronics and Applied Physics will be an advantage.
Further details and application form from the Principal, Brockenhurst College, Brockenhurst, Hants. (0590 23565). Closing date 19 October 1984. (43304) 140020

SALFORD
CITY OF SALFORD
EDUCATION COMMITTEE
PENDLETON COLLEGE
A mixed open-access sixth form college, 600 students
Required from January 1985
TUTOR IN SOCIOLOGY AND PSYCHOLOGY to teach these subjects to O and A level. An interest also in pre-vocational education would be an advantage. Scale II post available to suitably qualified and experienced candidate.
Further details and application forms (please send s.a.e.) from The Principal, Pendleton College, Dronfield Road, Salford M6 7FR. Closing date 17 October 1984. (38677) 140020

Scale 1 Posts

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
RICHMOND UPON THAMES COLLEGE
(Tertiary)
Twickenham, Middlesex
TEMPORARY PART-TIME (0.8) LECTURER I IN LAW required immediately.
For details please refer to F.E. Section. (30411) 140022

SURREY
COUNTY COUNCIL
GODALMING SIXTH FORM COLLEGE
Tuesley Lane, Godalming
Required for January, a qualified teacher of History (Scale 1).
Further particulars from the Principal (Godalming 23526) to whom letters of application should be addressed. (30291) 140022

SURREY
EDUCATION COMMITTEE
STRODES COLLEGE
Egham, Surrey
(No. on roll - 611)
Required January 1985 Scale 1 Physics teacher. Physics to Oxbridge entry. Electronics/computing an advantage.
Application forms and further details available from the College. Tel: Egham 37506. (30999) 140022

Teach on Exchange or go on a course abroad.
See Overseas column and Education Courses column. (09885) 140022

Special Education

Headships

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Educational Services for Hearing Impaired Children
TEACHER-IN-CHARGE OF UNIT FOR HEARING IMPAIRED CHILDREN
Burnham Scale 3 plus SSA
Applications are invited for the post of teacher-in-charge of The Unit for Hearing Impaired Children attached to Hartsdown Secondary School, Margate, with effect from January 1985, or sooner if possible. Applicants must have experience of teaching secondary aged pupils.
Application Forms and particulars (sae) from the County Education Officer (T7), Springfield, Maidstone, Kent ME14 2LJ to whom applications should be returned by 26 October 1984. (43131) 160010

Deputy Headships Second Masters/Mistresses

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
KERSHAW DENE SPECIAL SCHOOL
Dene View, Luddendenfoot, Halifax HX2 6PB
Required from 1st January 1985 Deputy Headteacher (Group 4 (S)) at this school for children with severe learning difficulties.
Application forms and further details obtainable (on receipt of a foolscap sae) from the Headteacher to whom the completed forms should be returned by 19th October 1984. (30610) 160012

DONCASTER
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
ANCHORAGE SCHOOL
DEPUTY HEAD
Group 7(S)
Deputy Head (Group 7(S) required for January 1985, for this all age day school catering for children with moderate learning difficulties. This is a split-site school and the person appointed will be responsible for the day-to-day organisation of the Upper School.
Application forms and further details from the Director of Education, Education Department, Princegate, Doncaster DN1 3EP.
The closing date for applications is 19 OCTOBER 1984. (43110) 160012

HAMPSHIRE
NETLEY COURT SCHOOL
Victoria Road, Southampton SO3 5DE
Readvertisement
Required: January or April - Deputy Head - Group 5(s) - at this pleasantly situated special school for 100 Junior aged children having moderate learning difficulties. Experience in this field or a Diploma in Special Education an advantage.
SAE to Head for further details. (30443) 160012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
FREDERICK HOLMES SCHOOL
Inglemire Lane, Hull
Head: Mr D. Tivey
Required for January 1985, a DEPUTY HEAD (6S) for this all age (2 - 19) County Day School meeting the needs of pupils and students with severe physical disabilities. The school also serves as the base for a developing County Support Service for mainstream schools and colleges. It is envisaged that the person appointed will have curricular responsibility across the school together with a particular contribution to a specific age range.
Application forms available from the Head (s.a.e. please) should be returned by 19th October. (30803) 160012

Lancashire County Council
An Equal Opportunities Employer.

Unless otherwise stated, the following are required for 1st January 1985 and the closing date is 18th October 1984.

Secondary Schools
Unless otherwise stated, forms further details from/to the Headteacher at the school (SAE foolscap please)

DARWEN MOORLAND HIGH
Holden Fold, Darwen. (1,002 on Roll. Mixed 11-16)
SCALE 4 – HEAD OF ENGLISH FACULTY
Closing date for this post only – 16th October 1984.

BURNLEY IVY BANK HIGH
Byron Street, Burnley. (986 on Roll. Co-ed 11-16)
SCALE 3 – SECOND-IN-CHARGE OF MATHS DEPT.
PREVIOUS APPLICANTS WILL BE RE-CONSIDERED.

FLEETWOOD CARDINAL ALLEN R.C. HIGH (AIDED)
Melbourne Avenue, Fleetwood. (793 on Roll)
SCALE 2 – R.E. SECOND IN DEPT.

ORMSKIRK CROSS HALL HIGH
Wigan Road, Ormskirk. (1,230 on Roll. 11-18 mixed)
SCALE 2 – CHEMISTRY

BURNLEY HABERGHAM HIGH SCHOOL AND SIXTH FORM CENTRE. (CONTROLLED)
Byron Street, Burnley. (600 on Roll. 600 11-16. 700 in August 1985. 265 on Roll. Co-ed 16-18)
SCALE 2 – SECOND IN GEOGRAPHY DEPT. ABILITY TO TEACH TO "A" LEVEL ESSENTIAL. WILLINGNESS TO TEACH ANOTHER SUBJECT AN ADVANTAGE.

BLACKPOOL ST. MARY'S R.C. HIGH (AIDED)
St. Walburga's Road, Blackpool. (1,470 on Roll. 11-18. Including 294 in 6th Form)
SCALE 1 – HISTORY

LYTHAM ST. ANNES COUNTY HIGH
Worsley Road, Lytham St. Annes. (1,420 on Roll. 11-18 including 6th Form)
SCALE 1 – CHEMISTRY TO 'A' LEVEL

3 POSTS
BLACKBURN WITTON PARK HIGH
Buncer Lane, Blackburn. (1,300 on Roll. Mixed 11-16)
POST 1. SCALE 1 – BUSINESS STUDIES (COMMERCE, OFFICE PRACTICE, TYPEWRITING)
POST 2. SCALE 1 – PHYSICS
POST 3. SCALE 1 – CRAFT/DESIGN/TECHNOLOGY

3 POSTS
BLACKBURN SHADSWORTH HIGH
Shadsworth Road, Blackburn. (1,129 on Roll. Mixed 11-16)
POST 1. SCALE 1 – ART
POST 2. SCALE 1 – HOME ECONOMICS – WITH NEEDLEWORK AN ADVANTAGE
POST 3. SCALE 1 – MATHS WITH COMPUTER STUDIES

BURNLEY TOWNELEY HIGH
Towneley Holmes, Burnley. (1,149 on Roll. Co-ed 11-16)
As soon as possible.
SCALE 1 – ENGLISH

MISCELLANEOUS
Re-advertisement
INSTRUMENTAL MUSIC TEACHING SERVICE (REGION 5)
Blackburn, Hyndburn and Clitheroe areas
SCALE 1 (SCALE 2 FOR SUITABLE CANDIDATE) – PERIPATETIC TEACHER OF STRINGED INSTRUMENTS (UPPER STRINGS)
Forms/further details for this post only from/to the Chief Education Officer, PO Box 61, County Hall, Preston. PR1 8RJ. Ref. 6/MAM. (SAE Please)

(6861)

HEAD
Required April 1985

HIGH VIEW SCHOOL (GROUP 5(S)), Lambourne Road, Chigwell, Essex.

Applications are invited for the Headteacher of this special, co-educational, secondary aged, boarding school, catering primarily for pupils with moderate learning difficulties.

Salary Burnham H.T. Group 5(S), plus residential responsibility allowance, currently £2,322 p.a. and L.F.A. £258 p.a.

Detached 3 bedroomed c.h. house provided.

Removal and disturbance allowance scheme in operation.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

Closing date: 26th October, 1984.

(6935)

ESSEX County Council

SPECIAL EDUCATION DEPUTY HEADS
continued

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
DEPUTY HEAD
The County Council has a large well-established service for hearing impaired children. There is a comprehensive Audiological service and close liaison with health and psychological services.
There will be a vacancy for a well experienced and qualified Teacher of the Deaf arising from the retirement of the present post holder.
Candidates should preferably have experience with Infant/Lower Junior aged children, and have experience in other fields, such as an interest and experience in linguistics, the language development and assessment of children with a hearing loss or Educational Audiology and clinic testing of babies and small children. Experience and knowledge of the technical side of audiological equipment and hearing aids is also required.
Although it is envisaged that the post will be filled with effect from 1st January 1985 candidates who are unlikely to be available until a later date will still be considered.
The post is paid on Burnham Scale 3.
Further details and application forms are available from the County Education Officer (Ref. T7), Springfield, Maidstone, Kent ME14 2LJ (sae please) to whom they should be returned as soon as possible.

SWALE DIVISION
ST. BARTHOLOMEW'S SCHOOL
Attlee Way, Milton Regis, Sittingbourne, Kent
GROUP 4 (SPECIAL) DEPUTY HEADTEACHER
Required for this school for children with severe learning difficulties. Age 4 - 16 years.
Application form and further particulars from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, Kent ME10 4DD, to whom they should be returned by 16th October, 1984 (s.a.e. please).

TUNBRIDGE WELLS DIVISION
BROOMHILL BANK SCHOOL
Rusthall, Tunbridge Wells, Kent TN3 0TB
Required for January 1985 or as soon as possible thereafter DEPUTY HEAD TEACHER (Group 5 (S)). Broomhill Bank provides education and residential care for girls aged 10 - 16 plus who have special educational needs - formerly E.S.N. (M). Approximately 60 girls are in residence and 30 attend on a daily basis.
The candidate appointed will have an enthusiastic commitment to residential care in this setting and will be familiar with modern approaches to the education of children with moderate learning difficulties.
The post is not residential but full extraneous duty and some sleeping in duty will be required.
Application forms and further details may be obtained from the Headmaster, Mr J.R. Lomas, at the school. Please enclose a foolscap S.A.E. Previous applicants need not re-apply but should indicate that they wish their application to be reconsidered. (43132) 160012

SEFTON
METROPOLITAN BOROUGH OF SEFTON EDUCATION COMMITTEE MENAI COURT SCHOOL
Menai Road, Bootle, Merseyside L20 6DU
SENIOR MASTER/MISTRESS (Group 7)
Required on 1st January, 1985 at this two site school for children with severe learning difficulties. Candidates should preferably be experienced in this field of special education and hold an advanced qualification. The teacher appointed will have responsibility for curricular development within the school while maintaining prime responsibility for the senior department.
Application forms and further details (s.a.e. please) to be obtained from and returned to the Head Teacher, Mrs A. Oldhams.
Closing date 19th October. (43174) 160010

Heads of Department

BERKSHIRE
THE CASTLE SCHOOL
Love Lane, Newbury RG13 2JY
NOR: 201 Special School
Required for January 1985 an experienced and well qualified teacher to be Head of Department, Scale 3(s) dealing with senior age pupils with moderate learning difficulties. The school caters for a wide range of learning difficulties in several buildings on the campus.
Previous experience in a mainstream setting an advantage.
Application forms and further details from the Headteacher (SAE Please).
Closing date: 19th October, 1984.
An Equal Opportunity Employer. (30923) 160018

NORTHAMPTONSHIRE
DAVENTRY TUTORIAL UNIT
Market Square, Daventry, Northants.
TEACHER-IN-CHARGE, Scale 4
Required for January 1985 for this special education provision for children aged 8 - 16 with behaviour/learning difficulties. The teacher will work with an assistant teacher with small groups of children from local mainstream schools who have a range of educational attainment and may have a variety of emotional/behavioural difficulties.
The teacher-in-charge must have a variety of experience and range of interests and preferably an additional qualification in teaching children with special educational needs.
Application forms and further details from the County Education Officer (Ref. DL), Northampton House, Northampton. (30631) 160018

NORTHAMPTONSHIRE
ISEBROOK SCHOOL
Eastleigh Road, Kettering, Northants. NN15 6PT
All age (6 - 16 years) Day Special School for pupils with learning difficulties
ORGANISER FOR SUPPORT SERVICES TO ORDINARY SCHOOLS - SCALE 3(S)
Required for January, 1984. In response to the 1981 Education Act and the Warnock Report, Isebrook School is seeking to appoint a teacher with appropriate qualifications and special needs experience to lead and organise this exciting development. This post will offer other management/curriculum responsibilities.
Application forms and further details fromthe Headteacher (Kettering 81606).
Closing date: 16 October 1984. (30633) 160018

SURREY
EDUCATION COMMITTEE MAGNA CARTA SCHOOL
Thorpe Road, Staines, Middlesex
(No on roll 900 Comprehensive)
HEAD OF SPECIAL EDUCATIONAL NEEDS Scale 3
Required January 1985, a well qualified, enthusiastic and energetic teacher to further develop the well resourced Special Education Department aimed at supporting pupils across the whole curriculum, advising staff on teaching stategies and teaching lower ability pupils.
Applications and further details obtainable from the Headmaster Tel: Staines 54320. Closing date for completed applications not later than 2nd November 1984. (30993) 160018

Scale 2 Posts and above

BEDFORDSHIRE
SPECIAL EDUCATION SUPPORT SERVICE SCALE 2S - TEMPORARY POST
A temporary Teacher is required, for January 1985, for the Grange Special Education Support Team. The successful applicant will be required to support pupils with special educational needs in the ordinary school. Experience in special education essential). The post is available for 1 term, but may be extended to two terms.
Car owner essential - travelling expenses will be paid.
Application forms and further particulars from the Chief Education Officer, County Hall, Bedford (sae please). (30911) 160020

BEXLEY
LONDON BOROUGH
Applications are invited for the post of Teacher Scale 3 required from 1st January 1985 to run newly established unit attached to a Primary School for children aged 5 - 11 with language and communication difficulties.
Further details and application form from Chief Education Officer for Schools (T6), Town Hall, Crayford, Kent DA1 4EN. (Please enclose foolscap sae). (43126) 160020

BUCKINGHAMSHIRE
COUNTY COUNCIL FURZE DOWN SCHOOL
Verney Road, Winslow, Nr. Buckingham, Bucks.
Headteacher: N. Ward, B.Sc.
Roll: 170 pupils
Required January 1985, Teacher of General Subjects for a class of 13 - 14 year old pupils with moderate learning difficulties.
SCALE: 2 (S).
Applicants without special educational qualifications or experience will be considered. Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (30482) 160020

BUCKINGHAMSHIRE
COUNTY COUNCIL ROMANS FIELD
Shenley Road, Bletchley, Milton Keynes MK3 7AW
Head Teacher: J.H.R. Thomas
Roll: 50
ASSISTANT TEACHER Scale 2(S)
Required at this day/weekly boarding school for Junior pupils with emotional and behavioural problems, a Class teacher with responsibility for organising Art and Craft within the school. Applicants should be enthusiastic and committed with an active interest in curriculum development. Experience of working with children with special needs essential.
Application forms are available from the Headteacher, Mr J.H. Thomas, giving full curriculum vitae and the names and addresses of two referees.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (30980) 160020

CALDERDALE
METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT BERMERSIDE SPECIAL SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN
Skircoat Green, Halifax HX3 0RZ
Required from January 1985 a TEACHER of PHYSICAL EDUCATION Scale 2(s) with some experience of working with children aged 2 - 17 with physical handicaps varying from severe disabilities to marginal handicaps.
Application forms and further details are available (on receipt of foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 18th October 1984. (30609) 160020

CUMBRIA
COUNTY COUNCIL SOUTHFIELD SECONDARY SCHOOL SPECIAL EDUCATION UNIT, Workington
Required for January 1985, a Teacher-in-Charge for this unit for pupils with special education needs, (n.o.r. 50), which forms part of a recently organised 11 - 18 mixed comprehensive school. Most of the children in the Unit have moderate learning difficulties and a number have additional problems of various kinds.
Substantial previous experience of working with special needs children is essential and an appropriate specialist qualification desirable.
Salary: Burnham Scale 3, plus Special Allowance £747 p.a.
Further particulars and application forms, to be returned no later than Friday, 19 October 1984, obtainable from Director of Education, 5 Portland Square, Carlisle CA1 1PU (s.a.e. please). (30224) 160020

ESSEX
PRIORY SCHOOL
Burr Hill Chase, Southend-on-Sea
Tel: Southend 347400
(Roll 50 - 60 aged 6 - 16 years)
ASSISTANT TEACHER, Scale 2(S)
Required January, experienced, well-qualified, enthusiastic teacher to contribute significantly to developing curriculum at this school for children with learning and/or behavioural difficulties.
Apply for forms and details to the Head at the school (foolscap s.a.e. please). (30726) 160020

GLOUCESTERSHIRE
BOWNHAM PARK SCHOOL
Rodborough Common, Stroud
Tel: Amberley 3361
Required for January 1985 at this Area Special School for senior pupils with learning and associated difficulties, a person to co-ordinate work in Art, Craft and Pottery throughout the school.
Ability to offer some basic subject work essential Scale 2(s) post.
Further information from the Headmaster. (30173) 160020

HAMPSHIRE
THE MEADOW SCHOOL (ESN(M))
Mill Chase Road, Bordon GU35 0EU
Required for January 1985 Head of Department for Craft, Design and Technology with responsibility for Boys' Games. SCALE 2(S).
Letter of application to Headteacher giving full c.v. and names and addresses of two educational referees. (30431) 160020

HAMPSHIRE
THE SAMUEL CODY SCHOOL E.S.N.(M)
Lynchford Road, Farnborough, Hants.
Secondary School for Pupils with Moderate Learning Difficulties
N.O.R. 75
Required for January 1985, Scale 2(S). Teacher of Woodwork/Light Craft. Ability to assist with boys' games an advantage. Closing date 15th October 1984.
Applications by letter to the Headteacher with full C.V. and names and addresses of 2 referees. (30434) 160020

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified teachers for the following post(s):-
SHAFTESBURY SCHOOL
Headstone Lane, Harrow HA3 6LE
Tel: 01-428 2482
Required for January 1985, suitably experienced teacher for this all-age day special school for children with moderate learning difficulties. The successful applicant will be expected to help develop and work in the newly formed 'leavers unit'. The ability to act as co-ordinator for maths and/or a knowledge of computers would be an advantage. Scale 2(S) available.
Outer London Weighting.
Application forms from and to be returned to The Headteacher by 15th October, 1984.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (30983) 160020

HAVERING
LONDON BOROUGH OF HAVERING SERVICE FOR SENSORY IMPAIRMENT
TEACHER IN CHARGE OF SECONDARY PARTIALLY HEARING UNIT
SANDERS DRAPER COMPREHENSIVE SCHOOL
Hornchurch
Required for January 1985, a qualified teacher of the Hearing Impaired, experienced enthusiastic and adaptable to be Teacher in Charge of this Unit which is part of a well established support service committed to a policy of optimum integration which operates on a Resource Centre model. The teacher appointed will be required to offer a specialist supportive role and a teaching commitment in the main school.
Salary Scale 2: Special Class Allowance payable for recognised qualification.
Application forms are available (s.a.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 26th September, 1984. (07378) 160020

HERTFORDSHIRE
TEWIN WATER SCHOOL
Digswell, Welwyn, Herts.
(for Hearing Impaired Children, aged 11 - 16)
Required for January 1985, a teacher with qualifications and experience, in teaching children with language learning difficulties.
The teacher will be expected to teach English to C.S.E. level and to work closely with others in teaching other hearing impaired children with specific language difficulty.
The teacher of the deaf qualification and/or advanced diploma in Special Education an advantage.
Scale 2(S) post for suitably qualified and experienced teacher. Residential accommodation available.
Apply in writing as soon as possible to the Headmaster, including full curriculum vitae and names and addresses of two referees. (S.A.E. please. (38676) 160020

HOUNSLOW
MARTINDALE SCHOOL
Martindale Road, Hounslow, Middx.
Tel: 01-570 9160
Headteacher: Mrs. G. Boyd
1. Required as soon as possible: TEACHER - Scale 3(S).
Martindale is a school for physically handicapped pupils. It shares a site with an Infant and a Junior school and has the benefit of a fully staffed Medical Advisory Unit attached to the school. The age range is 3 - 19 years plus an Opportunity Class. This post involves taking responsibility for the organisation and development of the Lower School curriculum, co-ordinating learning programmes, liaison with other schools for integration and for home visiting.
Candidates will be expected to hold an additional qualification in Special Education.
2. Required for January 1985: TEACHER - Scale 2(S).
A teacher for general subjects with special responsibility for General Science throughout the school. Ability to teach Photography and other leisure pursuits an advantage.
3. Required for January 1985: Teacher to work with multiply handicapped pupils. Experience and/or training in the Education of the Developmentally Young an advantage, with the possibility of a Scale 2 post for a candidate who can lead in this important work.
Application forms obtainable from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN, to whom they should be returned within 14 days of this advertisement.
LONDON ALLOWANCE: £645 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (06171) 160020

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT SWALE DIVISION MINSTER C.P. (FIRST) SCHOOL
Brecon Chase, Minster, Sheppey, Kent
Required for January 1985, Teacher for 7 to 8 year old classes - Scale 3 post. An enthusiastic, experienced teacher is sought to assume a leadership role at this 5 - 8 year First School (Roll 377).
Applications, naming two referees to the Headteacher at the address stated (s.a.e. please). Closing date 19th October 1984. (43128) 160020

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey
(Tel: 01-399 2657)
11 - 18, Co-Ed.
Teacher-in-Charge of the DEPARTMENT FOR HEARING IMPAIRED CHILDREN, at the above school required from January 1985.
Scale 2 with Special Schools addition plus London Allowance £645.
Further details and application form available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (s.a.e. please) to be returned to the Headmaster at the school by Wednesday 17th October 1984. (30992) 160020

LANCASHIRE
NATIONAL CHILDREN'S HOME
Lancashire
CROWTHORN SCHOOL
Edgworth, Nr. Bolton
REQUIRED FOR JANUARY 1985. Qualified and experienced class teacher needed to work with a group of senior children in this residential special school. Interest in an objectives approach to teaching welcomed. Ability to offer boys P.E. and heavy craft an advantage.
Salary Burnham Scale 2 plus Special Schools Allowance. The service is pensionable under the Teachers Superannuation Scheme. Extraneous duty allowance.
NCH is a Christian based organisation.
Informal enquiries to Headteacher on Bolton 851143.
Application forms and job description from: Regional Director of Social Work, Dept TES 8, NCH, 33/35 Wilson Patten Street, Warrington, Cheshire WA4 6PU. (30854) 160020

NEWCASTLE UPON TYNE
NORTHERN COUNTIES SCHOOL FOR THE DEAF
Great North Road, Newcastle upon Tyne NE2 3BB
Teacher of the Deaf required for Middle School. Candidates should have, or be willing to acquire, skills for a total communication approach.
Salary 3(S) with eligibility for the School's long service scheme.
Application, with full curriculum vitae and names and addresses of two referees to: Dr L. Evans at the School (or for further details Tel: 0632 815821). (30241) 160020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
DARELL PRIMARY SCHOOL (JMI AND NURSERY)
Darell Road, Richmond, Surrey TW9 4LQ
UNIT FOR SLOW LEARNING CHILDREN
Teacher, Scale 2(S) available for suitably qualified applicant, plus Outer London Allowance of £645.
A teacher is required from January 1985 to take charge of a small unit for slow learning infant age children set up in the light of the Warnock Report in the local authority primary school.
Preference will be given to candidates who are suitably qualified and experienced in working with slow learning children.
Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 16th October 1984. (30151) 160020

STOCKPORT
VALLEY SCHOOL
Old Mosley Hall, Cheadle Road, Cheadle, Stockport SK8 1HW
TEACHER Scale 2s
Ref 2539
Required for January 1985.
This post requires a Teacher experienced in working with physically handicapped and delicate children of primary school age.
Application forms obtainable from and returnable to Director of Education, Town Hall, Stockport SK1 3XE by 17th October 1984. (30242) 160020

Scale 1 Posts

BARNET
LONDON BOROUGH OAK LODGE ESN (M) SCHOOL
Heath View, Off East End Road, London N2 0QY
(Roll 129)
Required for JANUARY 1985. Assistant Teacher, P.E. in this all age special school for children with moderate learning difficulties. Scale 1 plus S.S.A.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 and returnable to the Headmaster by 19th October, 1984. (30287) 160022

BEDFORDSHIRE
EDUCATION SERVICE BARNFIELD COLLEGE (LUTON)
New Bedford Road, Luton, Beds.
LECTURER II FOR HEARING IMPAIRED
See under Colleges of Further Education. (30466) 160022

BEDFORDSHIRE
EDUCATION SERVICE ST JOHN'S SCHOOL
Austin Canons, Kemp[illegible], Bedford
Required for October at this school for [illegible] with severe learning difficulties, a Music Specialist, Scale 1 plus SSA, to cover maternity leave of a member of staff.
Application forms and further particulars from Acting Head Teacher [illegible] School. (30909) [illegible]

BERKSHIRE
THE CASTLE SCHOOL
Love Lane, Newbury RG13 2JY
NOR: 201 Special School
Required for January [illegible] Teacher Scale 1 plus SSA [illegible] small class of nursery [illegible] pupils with severe learning difficulties, some of whom need special care. The school caters for a wide range of learning difficulties in several buildings on the campus.
Application forms and further details from the Headteacher. SAE please.
Closing date: 19th Oct. 1984.
An Equal Opportunity Employer. (30836) [illegible]

BOLTON
METROPOLITAN BOROUGH WOODSIDE SENIOR SCHOOL
425 Chorley New Road, Bolton BL1 5DR
HOME ECONOMICS (Scale 1 plus Special School Allowance)
Experienced teacher required from 1st January 1985 to teach pupils with moderate learning difficulties.

LOSTOCK OPEN AIR SCHOOL
Tempest Road, Lostock BL6 4EL
HOME ECONOMICS (Scale 1 plus Special Schools Allowances)
Teacher required from January 1985. Experience with children with [illegible] handicaps an advantage.
Application forms obtainable from Director of Education and Arts, PO Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 17th October, 1984. [illegible]

BRENT
LONDON BOROUGH OF BRENT COLES GREEN SCHOOL
Dollis Hill Lane, London NW2 6HD
(For pupils with severe learning difficulties. Roll [illegible])
Required for January 1985 Scale [illegible] Enthusiastic TEACHER, suitably qualified for this special school for our 80 pupils aged 3 - 19. We are looking for someone with talent and energy to teach a small group of younger children with widely varying abilities and needs. Probationers welcome to apply. Visitors welcome. Tel: 01-450 2550.
London Allowance of [illegible] per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms obtainable from the [illegible] teacher returnable within [illegible] days. (30936) [illegible]

BROMLEY
LONDON BOROUGH OF BROMLEY THE FOXLEY UNIT
Temporary Centre for Special Needs, London Lane, Bromley, Kent BR1 4HF
Class teacher needed for [illegible] October 1984 or as soon as possible thereafter, for a group of up to 8 children of secondary school age, exhibiting a variety of behavioural and learning problems. Scale 1. Special Class Allowance payable.
The teacher appointed will need to be able to offer [illegible] skills to his/her group, and it is hoped, will also be able to extend the curriculum that the Centre can offer. A qualification in P.E. would be particularly useful, but an ability to offer other practical subjects such as art and craft, [illegible] work, pottery, music or outdoor pursuits would also be of value.
Familiarity with [illegible] would be an advantage.
Teachers interested in this post are welcome to contact Mr S. Clarke, Teacher in Charge on 01-460 3775 to arrange a visit.
Application forms available from the Teacher in Charge at the Centre (foolscap s.a.e. please), to whom completed forms should be returned by 19th October 1984. [illegible]

BROMLEY
LONDON BOROUGH OF BROMLEY BROMLEY SCHOOL CHEYNE HOSPITAL CHEYNE CENTRE
Woodland Way, West Wickham, Kent BR4 9LT
Tel: 01-777 3443
Required for January 1985 for [illegible] teacher (Scale 1) for Care with Special [illegible] Nursery children. Interest [illegible] developmental work [illegible] and introducing the [illegible] parents along [illegible] model particularly [illegible] Experience in use of [illegible] with the handicapped [illegible] Special [illegible] advantage. [illegible] Allowance payable.
For further enquiries [illegible] visits please contact the Headmistress.
Application forms available from the Headmistress (please telephone school) to whom completed forms should be returned by 16th October 1984. (30161) [illegible]

SPECIAL EDUCATION SCALE 1 POSTS
continued

BROMLEY
LONDON BOROUGH OF BROMLEY RECTORY PADDOCK SCHOOL
(Severe Learning Difficulties)
Main Road, Orpington, Kent BR5 3HS
Required in January 1985, teacher, Scale 1, to share responsibility for a group of profoundly retarded and/or behaviour-disordered pupils aged up to 19. The post also involves working with groups of more able children at certain times. Special Schools Allowance payable.
Visits to the school welcome (Tel: Orpington 70519).
Application forms and further details available from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 16th October 1984. (30612) 160022

BUCKINGHAMSHIRE
COUNTY COUNCIL ROMANS FIELD
Shenley Road, Bletchley, Milton Keynes MK3 7AW
Head Teacher: J.H.R. Thomas
Roll: 50
ASSISTANT TEACHER Scale 1(S)
Required: A Classteacher at this day/weekly boarding school for Junior pupils with emotional and behavioural problems. Applicants should be enthusiastic and committed and have an active interest in curriculum development.
Experience of working with children with special needs essential.
Application forms are available from the Headteacher, Mr J.H. Thomas, giving full curriculum vitae and the names and addresses of two referees.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (30988) 160022

Appointments in Scotland

CENTRAL REGIONAL COUNCIL
EDUCATION COMMITTEE
H.M. YOUNG OFFENDERS' INSTITUTION AND DETENTION CENTRE
Glenochil
PART-TIME LECTURERS (2 POSTS)
Salary: Lecturer B: £7,989 - £10,881
The Prisons Division of the Scottish Home and Health Department, in conjunction with Central Regional Council Education Department, wish to appoint suitably qualified teachers for two part-time posts within the Institution. Subjects offered should include one or more of the following:-
Art, Arithmetic, Mathematics, Communication/Life Skills, Modern Studies. A combination of other subjects may be considered.
Applications are invited from suitably qualified and experienced teachers. Experience in Remedial Education and/or Further Education and/or Adult Literacy is desirable, but not essential. Further Education Conditions of Service will apply to this post.
Further details and application forms may be obtained from the undersigned, and should be returned within 15 days of the appearance of this advertisement.
Director of Education, Room 211, Viewforth, Stirling FK8 2ET. (30849) 170000

BUCKINGHAMSHIRE
WHITE SPIRE SCHOOL
Rickley Lane, Bletchley, Milton Keynes MK3 6LW
Required for January 1985 or earlier if possible, a class teacher with experience of teaching basic subjects to children within the 7 to 12 age range.
Previous experience of teaching in a special school desirable but not essential. Scale 1 plus special schools allowance.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Headteacher, Mr G. Atherton, on receipt of a foolscap stamped addressed envelope. (30990) 160022

DUDLEY
BROMLEY PRIMARY SCHOOL
SECOND TEACHER
See main ad. under Nursery School. (30256) 160022

GLOUCESTERSHIRE
CAM HOUSE SCHOOL
Drake Lane, Cam, Dursley GL11 5HD
Teacher required for January 1985, for this boarding/day school for maladjusted boys aged 10 plus. The teacher in part deals with younger children needing a remedial class based approach but the person appointed may either teach general subjects or specialise to C.S.E. level according to qualifications and experience. The right personality and a willingness to work with emotional or behaviour problems are most important than any particular academic background. Applicants must be prepared to a full part in the life of a residential school; including up to fifteen hours a week in supervision and recreational activities outside the normal teaching day for which an extraneous duty allowance is payable. Scale 1 plus SSA.
Further information and application forms from the Headmaster. (07389) 160022

HEREFORD AND WORCHESTER
COUNTY COUNCIL
RHYDD COURT SPECIAL SCHOOL
Hanley Castle, Worcestershire
Assistant Teacher Scale 1 plus special schools Allowance of £747 p.a. plus extraneous duties allowance of £1,962 p.a. is required as soon as possible in this special school for 9 - 18 year old boys with behavioural and educational difficulties. Expertise is sought in the areas of heavy craft and motor and home maintenance and knowledge of rural studies and/or computer assisted learning would be an advantage.
Application forms and further details are available from the headteacher on receipt of a foolscap S.A.E. (43120) 160022

HERTFORDSHIRE
HOMEFIELD SCHOOL ESN(S)
Shephall Green, Stevenage, Herts. SG2 9XS
(Group 5S)
Headmistress: Miss M. Smith
Tel: Stevenage 315556
Required for January 1985 an enthusiastic (scale 1) to work with a junior group in this school for severely mentally handicapped children. Experience and suitable training an advantage. The post involves working in a team/teaching situation. Phone for further details.
Apply to the Head as soon as possible (SAE please), giving names & addresses of 2 referees, and stating interest. (30403) 160022

HUMBERSIDE
COUNTY COUNCIL EDUCATION DEPARTMENT
Kingston upon Hull Division
FREDERICK HOLMES SCHOOL
Inglemire Lane, Hull
Head Mr D. Tivey
Required for January, 1985, a teacher (Scale 1 plus SSA) for this all age (2 - 19) County Day School meeting the needs of pupils and students with severe physical disabilities. The School also serves as the base for developing County Support Service for mainstream schools and colleges.
Applicants should indicate their own group preferences and curricular enthusiasm.
Application forms available from the Head (S.A.E. please) should be returned by 19th October, 1984. (30906) 160022

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT MEDWAY DIVISION
ST. PETER'S AND ST. MARGARET'S CE PRIMARY SCHOOL
King Street, Rochester, Kent (Junior Dept.)
Required from 1st January 1985 Scale 1 teacher to help with linguistic and cultural difficulties experienced by Commonwealth Immigrant pupils within the mainstream curriculum.
Letters of application, including CV and the names and addresses of two referees to the Headmaster at the school.

ST. THOMAS OF CANTERBURY R.C. PRIMARY SCHOOL
Required for November, 1984 or January, 1985 a qualified teacher and practising Catholic. Infant or Junior trained. Temporary post in the first instance, covering maternity leave, but with a strong possibility of permanency later.
Application form and further details from Mr T. Carter, Headmaster, St. Thomas of Canterbury R.C. Primary School, Romany Road, Rainham, Kent (s.a.e. please). Closing date for applications 16th October, 1984. (43136) 160022

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT SWALE DIVISION
PRESTON SKREENS FAMILY SUPPORT UNIT
Minster Road, Minster, Sheerness, Kent
Temporary Teacher required immediately to teach children with severe learning difficulties. Age Range 3 - 16 years. Scale 2 for suitably qualified applicant.
Letters of application, enclosing c.v. and names and addresses of two referees to the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne ME10 4DD, as soon as possible.

ASHFORD DIVISION
SWINFORD MANOR SCHOOL
Hothfield, Ashford, Kent
(Residential Special School for Boys 11 - 16)
Required January 1985 two teachers of General Subjects with ability to offer any of the following: Music, drama, art/craft and remedial backing. Scale 1 and SSA and EDA.
Applications to Headmaster who welcomes informal telephone enquiries on Ashford 22958. (43133) 160022

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES
HIGHFIELDS SCHOOL
Highfields, Cemetery Road, Huddersfield HD1 5NF
(Ref 691)
Required from January 1985 or as soon as possible imaginative and resourceful teacher to be responsible for a group of multiply handicapped children aged 7 to 17 years. The successful candidate would be expected to contribute to curricula development for the more profoundly handicapped child. Qualifications and experience in the teaching of mentally handicapped children is desirable. Salary will be SCALE 1 plus Special Schools Allowance.
Letters of application giving full curriculum vitae and the names of two references to the Head Teacher at the school as soon as possible.
An Equal Opportunity Employer. (30427) 160022

NORTH YORKSHIRE
BRECKENBROUGH SCHOOL
Thirsk, North Yorkshire
Required for January, 1985, a teacher qualified to teach Chemistry and Physics to G.C.E. and C.S.E. levels.
This is an independent recognised residential Special School for maladjusted boys of high intelligence.
Salary - Scale 1 Burnham, plus a Special Schools Allowance and Extraneous Duties Allowance.
Accommodation available.
For further particulars please write to The Headmaster. (30460) 160022

NORTHAMPTONSHIRE
DALLINGTON PARK SCHOOL
Holyrood Road, Northampton NN5 7AH
Required for January 1985 a suitably qualified teacher (Scale 1 plus SSA) to take a class of 8 - 12 year old children with severe learning difficulties. The successful applicant must be prepared to work as part of a team and may be required to teach in any part of the school as a future date.
Further details and application forms available from the Headmaster. SAE please.
Closing date 17 October 1984. (30632) 160022

SOLIHULL
EDUCATION COMMITTEE HAZEL OAK SCHOOL
Hazel Oak Road, Shirley, Solihull, West Midlands B90 2AZ
Tel: 021-744 4162
SCALE 1 plus S.S.A.
TEACHER
Is required as soon as possible to take responsibility for Woodwork at this school for children with moderate learning difficulties. Ability to offer other subjects would be an advantage and previous experience within the field of special education desirable, but not essential.
Application forms and further details obtainable from the Headmaster.
Closing date 19th October 1984. (30739) 160022

SUFFOLK
RIVERWALK SCHOOL
South Close, Bury St Edmunds
Tel: (0284) 64280
Required for January 1985, or sooner if possible, Teacher (Scale 1 plus Special Schools Allowance) to teach Reception class of eight children aged 5 - 7, with severe learning difficulties. An interest in music would be an advantage.
Further particulars and forms of application obtainable from the Headmaster (sae please) to be returned to the school as soon as possible. (43164) 160022

SURREY
EDUCATION COMMITTEE SUNNYDOWN BOYS SCHOOL
Caterham
Experienced full-time teacher required as soon as possible for REMEDIAL work at this residential special school for boys aged 10 - 16. Will not be required to undertake residential duties.
Salary scale 1 plus S.S.A.
Further details and application form from the Head - Tel Caterham 42281. (30486) 160022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
HAWKSWOOD SCHOOL FOR DEAF CHILDREN
Antlers Hill, London E4
Head: Mr L. Batchelor
Required for November PERIPATETIC TEACHER (HEARING IMPAIRED), Scale 1(S) (plus Outer London Allowance).
Required to cover maternity leave of present teacher. Preference given to qualified teacher of the deaf, but teachers with experience of, or interest in, remedial/language work are invited to apply.
Contact Headteacher for application form and further details (send s.a.e.).
Ref: S7/1087. (43162) 160022

WARWICKSHIRE
LAMBERT DAY SPECIAL SCHOOL (ESN/S)
Blue Cap Road, Stratford-upon-Avon CV37 6TQ
Required from January 1985, a full-time teacher, Scale 1, to teach children with severe learning difficulties.
Application form and further details are available from the Head at the school. (Enclose s.a.e.). (07391) 160022

WEST SUSSEX
LITTLEGREEN SCHOOL
Compton, Chichester PO18 9NW
(Residential Special School for 35 emotional, Social and behavioural handicapped boys aged 8 - 16 years, Group 3S)
Required January/April 1985. Scale 1 Teacher of General Subjects to meet the educational needs of the younger age group.
Experience/qualifications in special education desirable but not essential. Post includes an allowance of 15 hours extraneous duties. Salary includes special schools allowance.
Form and details from Head, s.a.e. please. (43310) 160022

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL SANDERLING UNIT
North Parade, Hoylake, Wirral, Merseyside
REQUIRED FOR 1st JANUARY 1985 ASSISTANT TEACHER - SCALE I Plus S.S.A.
For this day Unit (30 pupils) serving the Wirral Education Authority for secondary aged pupils with emotional problems and some with severe SPECIFIC learning difficulties.
Applications are invited from flexible junior/secondary trained teachers who are willing to work as members of a team and able to teach basic Mathematics and English to a small group.
In addition the successful applicant will be able to offer at least ONE subject from each of TWO of the following groups to CSE/'O' level where appropriate: Art, Craft, Woodwork; Human Biology, Junior Science, Rural Studies; Home Economics, Swimming, Outdoor Pursuits.
Interested and suitably qualified applicants should write to the Teacher-in-Charge at the above address with details of qualifications and names and addresses of two referees. Please enclose SAE. Closing date for applications 19th October 1984. (43124) 160022

Independent Schools
By Subject Classification
Arts and Design
Other Assistants

SURREY
EPSOM COLLEGE
H.M.C. Boarding and Day School for 580 boys aged 13 - 18 years and 60 Sixth Form girls
Required for January or April 1985, a part-time SCULPTOR/CERAMIC Specialist to teach throughout the School.
Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom further information may be obtained. (38668) 181224

Classics
Heads of Department

DUNDEE
HIGH SCHOOL OF DUNDEE
PRINCIPAL TEACHER OF CLASSICS
Applications are invited for the above post, which becomes vacant due to the promotion of the present holder. Applicants should be well-qualified and experienced, and registered with the GTC.
The successful applicant will be required to take charge of the the department and be responsible for the teaching of the subject throughout the curriculum to all grades of the SCE examinations. A willingness to contribute to the life of the school outside the classroom is essential.
Duties will commence on 1 November or as early as possible thereafter.
The responsibility element is at present £2,253.
Further particulars and an application form are available from the Rector, High School of Dundee, P.O. Box 16, Euclid Crescent, Dundee DD1 9BP, to whom completed applications should be returned by 31 October. (38664) 181624

Other Assistants

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe, Buckinghamshire
Wanted in January or, if impossible, April 1985 graduate CLASSICS teacher to teach Latin, Greek and Ancient History to Oxford/Cambridge Entrance standard. Resident or non-resident post. Burnham Scale.
Apply, with names of two referees, to the Headmistress. (38296) 181624

SCOTTISH EXAMINATION BOARD
MARKERS
SCE 1985 EXAMINATION
Applications are invited for appointment as Markers at the 1985 Scottish Certificate of Education examinations in the following subjects:

Craft and Design (Written Paper)	Modern Studies
English	Music
French	Physics
Geography	Secretarial Studies
History	Technical Drawing

Applicants should be teachers with, in the subjects concerned, three years' presentation experience for the Scottish Certificate of Education of three years' examining experience in tertiary education.
Persons who acted as Markers in these subjects at the 1984 examination or who have already submitted applications will be considered automatically for appointment for the 1985 examination and should NOT apply again in response to this advertisement.
Application forms, obtainable from the Director, Scottish Examination Board, Ironmills Road, Dalkeith, Midlothian EH22 1LE, should be returned to the Board by 2 November 1984.
(6819)

ST DENIS AND CRANLEY SCHOOL, EDINBURGH
Day and Boarding School for Girls: 9-18 years
The Governors invite applications for the post of
HEAD
to take up appointment in September, 1985
The School stands in several acres of ground in a pleasant residential district in Edinburgh and has accomodation for up to 350 girls including 150 boarders.
Further particulars and application form are available from the Secretaries to the Board:
Peat, Marwick, Mitchell & Co.,
10 Melville Crescent,
Edinburgh EH3 7LU.
Closing date for applications: Friday, November 1984.
6857

SECONDARY SCHOOLS
TEACHING POSTS
VISITING TEACHER/ INSTRUCTOR OF WOODWIND
Secondary Schools
(Possibly some Primary)
SUPPLY TEACHER OF FRENCH
(November 1984 - Easter 1985)
Kelso High School
Closing date: 19th October 1984
PRIMARY SCHOOLS
PROMOTED POST
STAFF TUTOR IN PRIMARY EDUCATION
(Responsibility payment £1268 per annum)
Closing date: 23 October 1984
Application forms may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters.
08871
REGIONAL COUNCIL
Borders

INDEPENDENT EDUCATION
continued

GLOUCESTER

DEAN CLOSE SCHOOL
H.M.C. 430 pupils, 13 - 18
Co-educational boarding and day
Requires in January 1985 an Assistant CLASSICIST.
Applications in the form of a letter with curriculum vitae and the names and addresses of two referees should be made to the Headmaster, Dean Close School, Cheltenham GL51 6HE, from whom further particulars may be obtained. The school has its own salary scale. (3814/2)
181624

Computer Studies

Heads of Department

BRISTOL

BRISTOL GRAMMAR SCHOOL
Ex Direct Grant, Independent, Coeducational
1,000 pupils (11 - 18)
HEAD OF COMPUTER STUDIES
Required for January 1985 an experienced and enthusiastic graduate, preferably with a commercial/industrial background, to take charge of computing within the School. Current courses include 'O' and 'A' level in the Sixth Form, and a general literacy courses. A thriving computer club is already in existence, and there is considerable scope for inter-departmental liaison and CAL.
The School has a range of microcomputers, and further plans are afoot to extend this on the completion of a new computer room early in 1985.
Salary Burnham Scale 3.
Willingness to assist with games and/or extra-curricular activities welcomed.
Applications with c.v. and the details of 2 referees to the Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR. Tel: Bristol (0272) 736005. (3813/2)
182018

Craft, Design & Technology

Other Assistants

COLWYN BAY

PENRHOS COLLEGE
Colwyn Bay

Independent Boarding and Day School

G.S.A., 300 girls

CRAFT, DESIGN AND TECHNOLOGY

Dynamic teacher required to develop this department virtually from scratch. An early appointment is required so that the successful applicant can advise on workshop design and equipment. The ideal candidate will be young, interested and willing to assist with the strong extra curricular programme, able to cooperate actively with other departments, willing to teach Maths to 'O' Level, and will be resident.

Letter of application, curriculum vitae and names of two referees to the Headmaster, Penrhos College, Colwyn Bay, Clwyd LL28 4DA. (3025)
183144

Economics

Other Assistants

BERKSHIRE

HEATHFIELD SCHOOL
Ascot, Berkshire

Independent boarding school for 175 girls

Requires from 1st January an excellent teacher of economics to take a popular subject to 'O' and 'A' level in the Vth form.

Terms of the post are flexible depending on seniority and experience; the position can be resident or non-resident and part-time would be considered.

Applications with c.v. and names and addresses of two referees to Headmistress. (3016?)
182224

BIRMINGHAM

EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
31 Calthorpe Road,
Birmingham B15 1RX
Required for January 1985, temporary appointment during maternity leave
Graduate Teacher to teach up to A Level ECONOMICS WITH GEOGRAPHY.
Salary Burnham according to experience.
Applications, in letter form, with full curriculum vitae and stamped addressed envelope, should be submitted as soon as possible to the Headmaster. (3814B)
182224

English

Heads of Department

BIRKENHEAD

BIRKENHEAD HIGH SCHOOL
G.P.D.S.T.
86 Devonshire Place,
Birkenhead L43 1TY

Required for JANUARY, 1985: HEAD OF GEOGRAPHY. Scale 3. Good facilities.

Please apply direct to the Head Mistress with names and addresses of two referees and details of qualifications and experience. (3086A)
182618

BEDFORD

Due to retirement there will be a vacancy for a HEAD OF THE ENGLISH DEPARTMENT from September 1985.

The successful applicant will be required to teach up to University entrance and Scholarship level, and to organise and coordinate the teaching of English throughout the School. At present GCE English Language and Literature are examined on a Mode III basis.

There are five other members of the Department, and a strong tradition of scholastic attainment.

Full details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU to whom applications should be made together with details of qualifications and experience and the names of three referees. (4331/2)
182418

Other Assistants

BEDFORD

BEDFORD MODERN SCHOOL
Independent : H.M.C.
1150 boys aged 7 - 18 years
Required for January 1985, a well qualified graduate teacher of English, teaching will be across the whole age range including 'O', 'A' and possibly, University Entry levels.
Help with extra-curricular activities, particularly Drama, Games or Duke of Edinburgh Award Scheme would be an extra recommendation.
Salary negotiable on the Burnham Scale, but unlikely to exceed Scale 3. Help with school fees. There is a medical insurance scheme. Removal expenses paid.
Please apply with the names of two referees to: The Headmaster, Bedford Modern School, Manton Lane, Bedford MK41 7NT, as soon as possible. (3812A)
182424

GATESHEAD

JEWISH BOYS SCHOOL
37 Gladstone Terrace,
Gateshead NE8 4HE
Requires for as soon as possible a qualified and experienced English teacher to teach up to 'O' level.
Full or part-time.
Apply in writing to the Principal. (3819B)
182424

Geography

Heads of Department

BIRKENHEAD

BIRKENHEAD HIGH SCHOOL
G.P.D.S.T.
86 Devonshire Place,
Birkenhead L43 1TY

Required for JANUARY, 1985: HEAD OF GEOGRAPHY. Scale 3. Good facilities.

Please apply direct to the Head Mistress with names and addresses of two referees and details of qualifications and experience. (3086A)
182618

Other Assistants

LONDON

HAZELHURST SCHOOL FOR GIRLS
Queen's Road, Wimbledon, London SW19 8LR
Required for November, suitably qualified and experienced teacher of Geography to 'O' level. Part-time post, 0.6, own salary scale, Burnham augmentation.
Possibility of extra hours is able to offer non-examination R.E.
Apply in own handwriting to the Principal with C.V. and giving names and addresses of 2 referees. (3017G)
182624

SURREY

ST. CATHERINE'S SCHOOL
Bramley, Guildford

Required for January 1985, a full-time graduate teacher of GEOGRAPHY to teach mainly 11 - 14 year olds, with some 'O' level work. This is a temporary appointment with the possibility of becoming a permanent post in September.

Please apply in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (3016B)
182624

Other Assistants

LONDON

HAZELHURST SCHOOL FOR GIRLS
Queen's Road, Wimbledon, London SW19 8LR
Required for November, suitably qualified and experienced teacher of Geography to 'O' level. Part-time post, 0.6, own salary scale, Burnham augmentation.
Possibility of extra hours is able to offer non-examination R.E.
Apply in own handwriting to the Principal with C.V. and giving names and addresses of 2 referees. (3017G)
182624

CO DURHAM

BARNARD CASTLE SCHOOL
Co. Durham DL12 8UN
(0833 37119)
H.M.C. Independent Boarding & Day (400 boys) 125 VIth Form (including girls)
Required from January, or if necessary April 1985, a graduate to teach Mathematics throughout the School. The post would be suitable for either a newly qualified teacher or for one seeking a second appointment. The post could also allow the opportunity for the teaching of Computer Studies to a suitably interested person.
Willingness to make a significant contribution to extra curricular activities will be an important consideration.
For details of the post can be obtained from the Head Master to whom letters of application should be sent together with full curriculum vitae and the names, addresses and telephone numbers of two referees. (3812B)
183424

Other Assistants

SURREY

KING EDWARD'S SCHOOL
Witley (near Godalming)

(HMC - Coeducational, boarding: 520 pupils 11 - 18)

Vacancy in January 1985 for qualified teacher in Food & Nutrition, Scale 1. Level work with ability to teach Needlework an advantage.

This post may be offered either on a full-time or part-time basis with accommodation for a full-time resident.

Form of application and further details from Headmaster, King Edward's School, Witley, Surrey GU8 5SG. (3828B)
182224

Home Economics

Other Assistants

SURREY

KING EDWARD'S SCHOOL
Witley (near Godalming)

(HMC - Coeducational, boarding: 520 pupils 11 - 18)

Vacancy in January 1985 for qualified teacher in Food & Nutrition, Scale 1. Capable of 'O' and 'A' Level work with ability to teach Needlework an advantage.

This post may be offered either on a full-time or part-time basis with accommodation for a full-time resident.

Form of application and further details from Headmaster, King Edward's School, Witley, Surrey GU8 5SG. (3828B)
182224

Mathematics

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP
There will be a vacancy in January 1985 for a well qualified Teacher of Mathematics, capable of teaching at all levels up to University entrance and Special Paper level. Salary (Burnham) will be according to qualifications and experience. Willingness to take part in extra-curricular activities, particularly sport or outdoor activities, is highly desirable.
Letters of application and curriculum vitae, together with the names of two referees should be sent to the Headmaster as soon as possible. (3828E)
183424

BRISTOL

BRISTOL GRAMMAR SCHOOL
Ex Direct Grant, Independent, Coeducational
1,000 pupils (11 - 18)
MATHEMATICS
Required for January 1985, an Assistant Mathematics graduate to teach the subject to 'O' and 'A' Level standards.
Salary Burnham Scale 1 or 2 according to qualifications and experience.
Ability to coach swimming recommended but help with general out of class activities appreciated.
Applications with c.v. and the details of 2 referees in the Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR. Tel: Bristol (0272) 736006. (3818A)
183424

CO DURHAM

BARNARD CASTLE SCHOOL
Co. Durham DL12 8UN
(0833 37119)
H.M.C. Independent Boarding & Day (400 boys) 125 VIth Form (including girls)
Required from January, or if necessary April 1985, a graduate to teach Mathematics throughout the School. The post would be suitable for either a newly qualified teacher or for one seeking a second appointment. The post could also allow the opportunity for the teaching of Computer Studies to a suitably interested person.
Willingness to make a significant contribution to extra curricular activities will be an important consideration.
For details of the post can be obtained from the Head Master to whom letters of application should be sent together with full curriculum vitae and the names, addresses and telephone numbers of two referees. (3812B)
183424

Modern Languages

Other Assistants

KENT

HOLY TRINITY CONVENT SCHOOL
81 Plaistow Lane, Bromley, Kent BR1 3LL
Required immediately to cover sick leave for at least the remainder of this term: Teacher of German to 'O' and 'A' Level.
Apply with C.V. to headmistress. (3809D)
183424

LONDON

ELTHAM COLLEGE
HMC: Formerly D.G. 11 - 18 Day and Boarding Public for 505 Boys
Sixth Form Places for Girls
Required for January 1985, or as soon as possible thereafter an enthusiastic qualified graduate teacher to join a department of six to teach Mathematics to 'A' level. The A.M.P. syllabus is followed up to 'O' level in the Sixth Form there are courses in Pure Maths, Applied Maths, Statistics, Pure and Applied Mathematics and Further Mathematics. Willingness to help with and encourage extra-curricular activities, for example in the Junior School Annual Sports Day, would be a strong added recommendation. Further recommendation may be available. Assistance with coaching games will be considered.
Applications with c.v. and two referees and curriculum vitae to the Headmaster, Eltham College, Eltham, SE9 4QF, as soon as possible. (3095?)
183424

SURREY

EWELL CASTLE SCHOOL
Church Street, Ewell, Surrey

(370 boys, Girls in 6th Form)

Required in January or sooner if possible, a Mathematics graduate, preferable to teach both 'O' and 'A' Level, and preferably able to help with Computer Studies to 'O' Level. A willingness to contribute to the extra curricular life of the School is an advantage. Salary Burnham Scale 1 or 2 depending on experience, plus Outer London Allowance.

Applications in writing to the Headmaster, with C.V. and details of 2 referees, at the school. (3827?)
183424

BRISTOL

BRISTOL GRAMMAR SCHOOL
Ex Direct Grant, Independent, Coeducational
1,000 pupils (11 - 18)
MATHEMATICS
Required for January 1985, an Assistant Mathematics graduate to teach the subject to 'O' and 'A' Level standards.
Salary Burnham Scale 1 or 2 according to qualifications and experience.
Ability to coach swimming recommended but help with general out of class activities appreciated.
Applications with c.v. and the details of 2 referees in the Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR. Tel: Bristol (0272) 736006. (3818A)
183424

Music

Heads of Department

BRISTOL

COLSTON'S SCHOOL
Stapleton, Bristol
Required for January or April 1985 a DIRECTOR OF MUSIC to take charge of Music throughout the School. This is an important post in the School in which is located a well qualified and skilled music staff of high standard. Music is an Orchestra, Choir, Brass, Wind Band, Ensembles and various other activities, including a Madrigal Choral Society. Choral concerts are held, the Director will also be required to play and direct plays, and practice calls after school is a strong feature of musicianship.
Applications, including a curriculum vitae and telephone number, together with the names and addresses of two referees should be sent to the Headmaster. Closing date 12th October. Salary Burnham Scale 3. Further details may be obtained from the Bursar, Mr. Stapleton (0272 695216) to whom further details are available. (3854G)

Teach on exchange or in universities abroad.
Rep Overseas offers to Education Courses (09884)

Pastoral

Heads of Department

LAKE DISTRICT

ST. ANNE'S SCHOOL
Windermere, Cumbria
Girls 3 School 11 - 18)
Required for January or April 1985 depending on availability a Married Housemistress to take charge of approximately 40 girls.
Burnham Scale plus accommodation allowance. Applicants should be interested in the welfare of young people and enthusiastic support of extra-curricular activities. Some teaching will be expected.
Please apply with CV and names and addresses of referees, (4311B), to the Headmistress, Miss Reed, at the above address. (4311B)
184018

Other Assistants

INDEPENDENT EDUCATION
continued

BERKSHIRE

QUEEN ANNE'S SCHOOL
Caversham, Reading.
Boarding and Day School
(370 girls, aged 11 - 18, boarding 180, plus 50 sixth form boarders)
Well qualified and experienced graduate to assist Director of Music from January. Strength on woodwind, piano preferable, plano. Candidates must be willing to participate fully in extra-curricular activities. Post may be resident or non-resident (single accommodation in senior boarding house). Resident post for suitably experienced candidate.
Further details may be obtained from the Headmistress, to whom applications should be sent as soon as possible together with the curriculum vitae and names and addresses of 3 referees. (3023I)
183824

GWENT

HABERDASHERS' MONMOUTH SCHOOL FOR GIRLS
Mamnouth, Gwent
Tel: Monmouth (0600) 6 1600 girls between 7 and 18 years, 130 in the Sixth Form
Requires for January or as soon as possible thereafter a graduate to assist in teaching the subject to the secondary part of the school, including some work in the Sixth Form. A musician would be welcome but is not essential.
This may be either resident or a non-resident post.
Letters of application together with curriculum vitae and the names of two referees should reach the Head Mistress by 10th October. (3818B)

LONDON NW3

SOUTH HAMPSTEAD HIGH SCHOOL
3 Maresfield Gardens
G.P.D.S.T.
Wanted for January 1985 a well qualified graduate French teacher to Advanced and University Entrance level and some Latin. Scale 1 or 2 according to qualifications and experience.
Apply in writing to the Headmistress giving names of referees and enclosing curriculum vitae. (3818?)

DORSET

BRYANSTON SCHOOL
Dorset
(13 - 18 boarding, 430; 200 girls)
Re-advertisement
HONOURS GRADUATE required for January or September 1985 to teach German to University Entrance level. Part-time post may be of interest in other time.
Welcome.
The modern Language department is well equipped and eager to explore new ways of approaching the teaching of languages in a lively and practical way. We aim to achieve consistently good results at 'O' and 'A' level. Willingness to participate in or initiate exchanges and visits would be a strong recommendation.
Application would be that of a graduate with a good honours degree in modern languages, preferably French and German, and some experience of teaching the subject to 'O' level and 'A' level candidates.
Further particulars may be obtained from the Director of Music, Mr. Peter Sparling (Tel: 0258 72 3014) to whom further details are available. (3854D)

Other Assistants

DEVON

Independent, coeducational, boarding school requires for JANUARY 1985 or possibly earlier a RESIDENT HOUSE FATHER to share the responsibility of up to forty young people and minister to eighteen in one of three boarding houses.
Salary on scale rising to £5,960 plus free board and accommodation during term-time.
Write for further details or apply by letter to Forrest to Eric Adams, Joint Head, Dartington Hall School, Totnes, Devon TQ9 6EB, giving age, experience, a contact telephone number and the names of two referees.
This advertisement for a Housefather is exempt from the provisions of the Sex Discrimination Act 1975 under Section 7(2)(e). (06153)
184024

EAST SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Nr. Hailsham
Required in January 1985 a HOUSEMISTRESS for one of the girls' boarding houses in the co-educational school (ages 13 - 18 plus).
The successful applicant will either be able to offer an academic subject to at least 'O' level or suitable qualifications in the field of Physical Education. Outdoor pursuits will be looking an appointment that will involve playing an important leading role in an expanding school.
Applications, in writing, with full c.v. and the names, addresses and telephone numbers of two referees to the Headmaster. (0617?)
184024

SURREY

THE ROYAL BALLET SCHOOL
Required for January a girls GYMNASTICS teacher given to candidates able to offer a teaching subject.
For further details, write to the Secretary, The Royal Ballet School, White Lodge, Richmond Park, Surrey.
(3872?)
184024

Physical Education

Heads of Department

KENT

MUSIC SCHOOL
Two Assistant Divisional Heads of Instrumental Teaching - Burnham Scale 3, to be appointed from January 1985 in Dartford Division (Violin/Viola) and Thanet Division (Brass).
Further details and application forms from: The Director, East Kent Music School, The Master's College, Maidstone, Kent ME15 6YG. Tel: 0622 50885. Closing date: 17th October 1984. (3864H)
183824

LIVERPOOL

MERCHANT TAYLORS' SCHOOL
Crosby, Liverpool L23 5SP
Member of G.S.A. in Sixth
Required in JANUARY or SEPTEMBER 1985, a strong and experienced MUSICIAN, to teach class music (including preparation for O & A level work) throughout the School. Instrumental work throughout the School. Ideally would be a strong added recommendation. Further duties may be required in the Boarding House. Assistance with coaching games will be considered.
Applications with c.v. and two referees should be sent to the Headmaster, Merchant Taylors' School, Crosby, Liverpool L23 5SP, from whom further particulars are available. (3856H)

Other Assistants

BRISTOL

BRISTOL GRAMMAR SCHOOL
Ex Direct Grant, Independent, Coeducational
1,000 pupils (11 - 18)
PHYSICAL EDUCATION/ GEOGRAPHY
Required for January, 1985
An Assistant P.E./Games/Geography teacher with responsibility for girls P.E. and games and for teaching Geography to 'O' level.
Salary Burnham Scale 1 or 2 according to qualifications and experience.
Willingness to assist with other extra-curricular activities welcomed.
Applications with c.v. and the details of 2 referees to the Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR. Tel: Bristol (0272) 736006. (3814A)
184224

BRISTOL

COLSTON'S GIRLS' SCHOOL
Cheltenham Road, Bristol BS6 5RD
Required for January 1985 a full-time teacher of PHYSICS, to share the teaching throughout the School and to have special interest in Modern Technology. Full time post. Flexible approach to duties - including Games - Hockey, Football, Tennis, Cricket, Athletics and Swimming.
Applications with full curriculum vitae and names of two referees to the Head Mistress. (3865J)
184224

CROYDON

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for January 1985 Graduate Teacher of PHYSICAL EDUCATION AND GAMES, with special responsibility for Soccer, Cricket, Athletics and Swimming. Other games include Hockey, Basketball, Cross Country and Gymnastics. The person appointed would be expected to run games and team in at least one major games, preferably soccer, and make a contribution in others. With a new swimming pool being built (indoor) good qualifications are looked for in this area.
Commitment to boarding school life, after school games and weekend duties as is essential, whilst the post would be linked to a boarding house, with free single or married accommodation throughout the year in return for boarding duties. Scale 2 post with residential emoluments. (Re-advertisement).
Form of application and further details from Headmaster, King Edward's School, Witley, Surrey GU8 5SG. (4310G)
184218

Other Assistants

BRISTOL

BRISTOL GRAMMAR SCHOOL
Ex Direct Grant, Independent, Coeducational
1,000 pupils (11 - 18)
PHYSICAL EDUCATION/ GEOGRAPHY
Required for January, 1985
An Assistant P.E./Games/Geography teacher with responsibility for girls P.E. and games and for teaching Geography to 'O' level.
Salary Burnham Scale 1 or 2 according to qualifications and experience.
Willingness to assist with other extra-curricular activities welcomed.
Applications with c.v. and the details of 2 referees to the Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR. Tel: Bristol (0272) 736006. (3814A)
184224

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE
Required for Summer Term 1985, a temporary part-time teacher of Chemistry in the absence of a member of staff on sabbatical leave.
Please apply to The Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham GL50 3AZ, giving full curriculum vitae and the names and addresses of two referees. (3070G)
184224

KENT

Close Teacher for small class of 9 year old boys required for January 1985. Games coaching helpful, experience in prep. schools preferred. Burnham Salary for young male teacher.
C.V. and referees to the Headmaster, Greenhayes School, Cockscrew Hill, West Wickham, Kent BR4 9BS. (3073I)
185624

LONDON SW15

PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15 6BH
Independent School - 500 girls
Required January 1985 for 2 terms, immediately leave of regular teacher of Chemistry to teach to 'O' level.
Apply in letter to the Headmistress with full curriculum vitae and names of 2 referees. (3026I)
184824

MIDDLESEX

MERCHANT TAYLORS' SCHOOL
Sandy Lodge, Northwood, Middlesex HA6 2HT
Require for January, for one term only, a CHEMIST who can teach at all levels while present Master is on Sabbatical.
Apply Headmaster, Merchant Taylors' School, Sandy Lodge, Northwood HA6 2HT. (3025B)
184824

CROYDON

THE OLD PALACE SCHOOL
Independent Day School 750 girls
Required for January 1985, Teacher of Physical Education with special interest in Lacrosse/Soccer. Scale 2.
Applications with the names and addresses of two referees should be sent to the Headmistress, The Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (3001H)
184224

PERTHSHIRE

GLENALMOND

Required in January 1985 for one term (possibility of extension) GRADUATE to teach CHEMISTRY throughout the school at 'O' and 'A' level, a member of staff on sabbatical leave.
Resident post with free married or single accommodation. Apply Headmaster, Glenalmond College, Perthshire PH1 3RH. (Tel: 073 888 2051). (3830A)
184824

SURREY

SUTTON HIGH SCHOOL
G.P.D.S.T.
55 Cheam Road, Sutton, Surrey
Tel: 01-642 0594
Required from January, Biologist (Scale 1) to teach throughout the school, including a high proportion of Sixth Form work, to a large, lively Science Department in a new laboratory block with well-qualified technician. Temporary appointment in the first instance, occasioned by confinement leave.
Apply with curriculum vitae and names of two referees to the Headmaster.

SURREY

FRENSHAM HEIGHTS SCHOOL
Rowledge, Farnham, Surrey
This co-educational boarding and day school of 240 pupils requires a Teacher of 'O' LEVEL PHYSICS WITH CHEMISTRY and JUNIOR GENERAL SCIENCE. A LEVEL possibilities for suitable person.
We are prepared to wait until September for good permanent appointment and to make temporary appointment in January, with possibility of permanence. Elsenham I, with excellent cottage accommodation, good working conditions, keen department and friendly colleagues.
Write fully to headmaster with curriculum vitae and names of two referees, stating clearly when available. (3085G)
184824

SURREY

FRENSHAM HEIGHTS SCHOOL
Rowledge, Farnham, Surrey
This co-educational boarding and day school of 240 pupils requires a Teacher of 'O' LEVEL PHYSICS WITH CHEMISTRY and JUNIOR GENERAL SCIENCE. A LEVEL possibilities for suitable person.
We are prepared to wait until September for good permanent appointment and to make temporary appointment in January, with possibility of permanence. Elsenham I, with excellent cottage accommodation, good working conditions, keen department and friendly colleagues.
Write fully to headmaster with curriculum vitae and names of two referees, stating clearly when available. (3085G)
184824

SURREY

SURBITON HIGH SCHOOL
Surbiton Crescent, Kingston upon Thames
(Church Schools Company School)
Required for January 1985 TEACHERS to take classes of 7 and 8 year olds. Ability to offer games or music would be desirable.
Apply for the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (4316J)
185624

KENT

FRIARS SCHOOL
Great Chart, Ashford, Kent (1A?8 Day and Boarding, 165 boys)
Required for January 1985, graduate teacher for senior school History and Geography to 'O.E.C. and P.S.E. Burnham. Government augmentation. Accommodation available. Assistance and ability to coach games and help with extra curricular activities desirable.
Applications, stating telephone number and naming two referees to the Headmaster. (3853E)
200018

LONDON W10

SPANISH BILINGUAL SCHOOL
417 Portobello Road, London W10

Experienced Infants Teacher (English mother-tongue) required immediately

Please telephone for survey appointment 01-969 2564. (3865G)
185624

LONDON

KENSINGTON HIGH SCHOOL
JUNIOR SCHOOL
The Girls' Public Day School Trust
17 Upper Phillimore Gardens, London W8 7HF
Required for September 1985 Teacher of Form Teacher 7 & 8 year old girls to teach Geography, Curriculum Vitae and names and addresses of two referees should be sent to the Headmistress, The Junior School, St. Lawrence College, Ramsgate, Kent CT11 7AF. (3814G)
202424

Geography

Other Assistants

KENT

THE JUNIOR SCHOOL
ST. LAWRENCE COLLEGE
Ramsgate, Kent
Required for January or April 1985 a graduate teacher of Geography and P.E.S.E. to 'O' level possibility of promotion to Head of English. Head of Games appointment, involving some supervision of the girls' activities in both teaching of English and Games essential. Interest in games and extra curricular activities an added qualification.
Salary: St. Lawrence College scale.
Applications, enclosing C.V. and names, address and telephone numbers of two referees to:-
The Headmaster, The Junior School, St. Lawrence College, Ramsgate, Kent CT11 7AF. (3814G)
202424

LONDON

KENSINGTON HIGH SCHOOL
JUNIOR SCHOOL
The Girls' Public Day School Trust
17 Upper Phillimore Gardens, London W8 7HF
Required for January 1985, Teacher of Physical Education for Girls.
REQUIRED FOR JANUARY, 1985 Experienced Graduate Teacher to form Teacher 7 & 8 year old girls to teach Games, Curriculum Vitae and names and addresses of two referees should be sent to the Headmistress, The Junior School, St. Lawrence College, Ramsgate, Kent CT11 7AF. (3814G)
202424

NORTHAMPTONSHIRE

Art and Pottery Teacher required as soon as possible - or in January 1985 - in Boys' Boarding Preparatory School. The school has new Art facilities and is looking for an enthusiastic person to make the most of them. Weekend work, with time off during the week in lieu.
Burnham Scale - Residential post for single person.
Apply: The Headmaster, Wellesley House, Bridge, Broadstairs, Kent CT10 3AZ. (3865J)
201224

Classics

Heads of Department

BRISTOL

COLSTON'S PREPARATORY SCHOOL
Stapleton, Bristol BS16 1BA
(P.S.E.)
220 boys aged 7 - 13 years.
Part boarding
Required for January 1985 - Head of Latin to teach to Common Entrance level. Time-table includes tuition of Computers and music. Willingness to help with games a requirement. Possibility of accommodation for single person.
Salary Burnham plus.
Apply to the Headmaster, with full c.v. and names and addresses of two referees. (3856J)
201624

English

Other Assistants

KENT

THE JUNIOR SCHOOL
ST. LAWRENCE COLLEGE
Ramsgate, Kent
Required for January or April 1985 a graduate teacher of Geography and P.E.S.E. to 'O' level possibility of promotion to Head of English. Head of Games appointment, involving some supervision of the girls' activities in both teaching of English and Games essential. Interest in games and extra curricular activities an added qualification.
Salary: St. Lawrence College scale.
Applications, enclosing C.V. and names, address and telephone numbers of two referees to:-
The Headmaster, The Junior School, St. Lawrence College, Ramsgate, Kent CT11 7AF. (3814G)
202424

Religious Education

Other Assistants

BERKSHIRE

ST GEORGE'S SCHOOL
Ascot, Berkshire

Required for January 1985, a teacher of Religious Studies up to 'O' level. Temporary appointment for two terms, which could become permanent for a suitably qualified applicant willing to teach up to 'A' level from September 1985.
Applications in writing to the Headmistress giving c.v. and names and addresses of two referees. Accommodation available. (3865L)
184424

SURREY

THE ROYAL BALLET SCHOOL
Required for January a girls GYMNASTICS teacher given to candidates able to offer a teaching subject.
For further details, write to the Secretary, The Royal Ballet School, White Lodge, Richmond Park, Surrey.
(3872?)
184024

Science

Heads of Department

SUFFOLK

CULFORD SCHOOL
Bury St. Edmunds, Suffolk

HMC Co-ed Day & Boarding 670 8 - 18

Required for January 1985 Head of Biology Department to teach and organise the work to O and A level. Salary on Culford Scale (above Burnham 3) level.
For full details write, enclosing s.a.e., to the Headmaster's Secretary, The Culford School, Bury St. Edmunds, Suffolk IP28 6TX. (3822?)
184818

Other Assistants

CROYDON

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for January 1985 Honours graduate to teach Physics to Oxford and Cambridge Entrance. The school has a flourishing Science Department and the post would be equally suited to either an experienced person or well qualified beginner. An interest in Electronics would be welcome. Salary according to qualifications and experience. Could be Scale 2 for the right person.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (3001?)
184824

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE
Required for Summer Term 1985, a temporary part-time teacher of Chemistry in the absence of a member of staff on sabbatical leave.
Please apply to The Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham GL50 3AZ, giving full curriculum vitae and the names and addresses of two referees. (3070G)
184824

KENT

Close Teacher for small class of 9 year old boys required for January 1985. Games coaching helpful, experience in prep. schools preferred. Burnham Salary for young male teacher.
C.V. and referees to the Headmaster, Greenhayes School, Cockscrew Hill, West Wickham, Kent BR4 9BS. (3073I)
185624

Other than by Subject Classification

Other Assistants

CAMBRIDGESHIRE

ACREMONT HOUSE SCHOOL
(The King's School, Ely, Cambs.)
Infant teacher required for January 1985 for mixed class of 6 - 7 year olds. Relief qualifications and ability to play the piano for assemblies etc. a strong advantage.
Acremont House Salary Scale.
Further details from the Headmistress' Secretary, Ely 2978. (3813G)
183624

CHANNEL ISLANDS

VICTORIA COLLEGE
Jersey
Graduate required for January 1985 to teach Geography and subsidiary History to O level. The opportunity to teach A level Geography will be offered to a suitable candidate.
Help with sport and extra curriculum activities will be an essential condition of the appointment.
The appointment will be Scale 1.
Details and application form from the Headmaster (0534 37591). (3868G)
183624

KENT

Close Teacher for small class of 9 year old boys required for January 1985. Games coaching helpful, experience in prep. schools preferred. Burnham Salary for young male teacher.
C.V. and referees to the Headmaster, Greenhayes School, Cockscrew Hill, West Wickham, Kent BR4 9BS. (3073I)
185624

LONDON W10

SPANISH BILINGUAL SCHOOL
417 Portobello Road, London W10

Experienced Infants Teacher (English mother-tongue) required immediately

Please telephone for survey appointment 01-969 2564. (3865G)
185624

SOMERSET

CHILDSCOURT CO-EDUCATIONAL BOARDING SCHOOL
Lattiford House, Nr. Wincanton, Somerset BA9 8AH
(Independent)
RESIDENT teacher required for January 1985 in this school for pupils - Number in Residence 30, Age range 10 plus, 17 plus. General aptitude and ability to organize games essential. Athletics. Able to drive an advantage.
Further particulars, including Job Description, available 19-A.E. please to: The Principals (Mrs. M.M. Wilkie and Miss J.P.J. Metcalfe), Childscourt Co-Educational Boarding School, Lattiford House, Nr. Wincanton, Somerset BA9 8AH. (3073A)
185624

SURREY

SURBITON HIGH SCHOOL
Surbiton Crescent, Kingston upon Thames
(Church Schools Company School)
Required for January 1985 TEACHERS to take classes of 7 and 8 year olds. Ability to offer games or music would be desirable.
Apply for the Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (4316J)
185624

Preparatory Schools

Headships

COLWYN BAY

HEAD OF PENRHOS COLLEGE JUNIOR COLLEGE (G.A.P.S.)
Colwyn Bay

70 Boarding & Day Girls & Day Boys, aged 4 - 11

Required for September, 1985, a dynamic and energetic young person to take over the Headship from Miss K. Hassell who is retiring. This is a residential post. Bursary: Burnham plus benefits.
Letter of application, curriculum vitae and names of two referees to the Headmaster, Penrhos College, Colwyn Bay, Clwyd LL29 4DA. (3025G)
200016

PANGBOURNE

ST. ANDREW'S SCHOOL
Pangbourne
The Board of Governors invites applications for the post of HEADMASTER with effect from September, 1985.
St. Andrew's is an I.A.P.S. day and boarding Preparatory School for boys and girls, with a Pre-Preparatory Department.
Applicants should write, enclosing a full c.v. to D.J. Harding, Esq., Chairman of the Governors, Elmy Down, Pangbourne, Newbury RG16 0JF. (3814I)
200018

Deputy Headships

Second Masters/ Mistresses

LONDON

DEPUTY HEAD of the Hall (Senior) School. (8 - 13). For April or September 1985 on the appointment or the present holder to a Headship. Experienced graduate between 30 and 45: must offer team games.
Further details from the Headmaster, 25 Crossfield Road, London NW3. (0352)
200018

By Subject Classification

Arts and Design

Other Assistants

BUCKINGHAMSHIRE

GALDECOTE
Tarnhorn Road,
Buckinghamshire SL2 3SL
Qualified teacher required for January to teach throughout the whole school. In time, to take charge of Art. Cross-curricular involvement in other creative pastimes would be welcomed.
Two referees required, salary in excess of Burnham Scale. This post is non-resident. (3861F)
201224

Classics

Heads of Department

BRISTOL

COLSTON'S PREPARATORY SCHOOL
Stapleton, Bristol BS16 1BA
(P.S.E.)
220 boys aged 7 - 13 years.
Part boarding
Required for January 1985 - Head of Latin to teach to Common Entrance level. Time-table includes tuition of Computers and music. Willingness to help with games a requirement. Possibility of accommodation for single person.
Salary Burnham plus.
Apply to the Headmaster, with full c.v. and names and addresses of two referees. (3856J)
201624

Geography

Other Assistants

KENT

FRIARS SCHOOL
See under History. (3853G)
202624

History

Other Assistants

BUCKINGHAMSHIRE

GODSTOWE SCHOOL
High Wycombe
Buckinghamshire
Required in January, Fully qualified teacher of History and a little Latin for girls aged 9 - 13 plus. Post could be resident or non-resident. Burnham scale. Government superannuation.
Apply, in writing, with names and addresses of two referees to the Headmistress. (3097I)
208824

KENT

FRIARS SCHOOL
Great Chart, Ashford, Kent (1A?8 Day and Boarding, 165 boys)
Required for January 1985, graduate teacher for senior school History and Geography to 'O.E.C. and P.S.E. Burnham. Government augmentation. Accommodation available. Assistance and ability to coach games and help with extra curricular activities desirable.
Applications, stating telephone number and naming two referees to the Headmaster. (3853G)
200018

KELLY COLLEGE
TAVISTOCK

HEAD

Applications are invited for this post which will become vacant on 1st September 1985. There have been extensive developments during recent years. The School is mainly boarding with approximately 230 boys and 65 Sixth Form girls. A new Headmaster's House was built in 1980.

Further particulars can be obtained from the

Clerk to the Governors
70/72 North Hill, Plymouth, PL4 8HH.

The final date for applications is 3rd November, 1984.
(3853I)

MALVERN GIRLS' COLLEGE

DEPUTY HEAD

The College Council invites applications for the post of Deputy Head which will become vacant on September 1st 1985, on the retirement of the present holder.

This is a Group 9 Independent Boarding School for 520 Girls aged 11-18, of whom about 65 are Day Boarders. Some residential experience is desirable but the successful applicant will not be expected to be resident. Applicants should be practising Christians.

Applications, together with full curriculum vitae and addresses of two referees, should be sent to:

**The Headmistress,
Malvern Girls' College,
Avenue Road,
Malvern,
WR14 3BA.**

Closing date for applications — October, 19th 1984.
(3804H)

WESTMINSTER SCHOOL

Required for January 1985 a

MASTER OR MISTRESS

to teach **French** and **German** throughout the School.

Ability to help with games or other out of School activities important.

Applications to:
The Head Master
17 Dean's Yard
London SW1P 3PB

from whom further details may be obtained.

Coiste Gairmoideachais Chontae Dhun na nGall

COUNTY DONEGAL
VOCATIONAL EDUCATION COMMITTEE

DONOGH O'MALLEY REGIONAL TECHNICAL COLLEGE, LETTERKENNY

PRINCIPAL

The College which is situated in Letterkenny provides a range of 3rd level education services within the region. The College offers courses in Business Studies, Computing, Art and Design, Engineering and Science.

Nature of Post: Permanent wholetime.

MINIMUM QUALIFICATIONS:

(1) The degree of a recognised degree awarding authority (with first or second class honours) or an approved equivalent qualification.

(2) Not less than five years approved experience in research, industry, business, education or other relevant areas, or in a combination of two or more of these activities subsequent to obtaining the qualification specified under (1) above. It is desirable that the experience should include teaching at an appropriate level.

(3) A knowledge of Irish to satisfy the Department of Education.

SALARY SCALE:
IR£17,649 - £18,117 - £18,685
£19,263-£19,819-£20,388
£20,956* - £21,622 - £22,089*
£22,702 - £23,311 - £23,882
*Barrier Points

In certain circumstances, an applicant may be allowed to enter on the appropriate salary scale at a point above the minimum. However, the number of increments which may be awarded for previous suitable experience is normally a maximum of five.

Official application forms and details from: VEC Administrative Offices, Pearse Road, Letterkenny, Co. Donegal. Phone 074 21100.

Closing Date: the latest date for receipt of completed official application forms is 12 noon, Friday, 19th October 1984.

SEAN O LONGAIN, Chief Executive Officer.

(6892)

HEREFORD AND WORCESTER COUNTY COUNCIL

EDUCATION DEPARTMENT

WORCESTERSHIRE COLLEGE OF TECHNOLOGY

APPOINTMENT OF PRINCIPAL

Following the retirement of the present holder, applications are invited for the post of Principal of Worcestershire College of Agriculture.

Candidates should have substantial experience in agricultural education with proven administrative and organising ability.

The College provides a full programme of part-time agricultural education serving the Eastern half of the County, and has a farm extending to 160 hectares.

Salary within the range 0–4 (i.e. £14,526–£16,089).

Further details and application form (s.a.e. required) returnable by 19th October, 1984 from the County Education Officer, Further Education Services, Castle Street, Worcester, WR1 3AQ.

(6927)

ROYAL NATIONAL INSTITUTE FOR THE BLIND
Hethersett College

Deputy Principal

Applications are invited from suitably qualified and experienced men and women for this senior post at Hethersett College. The College provides guidance and training in vocational and living skills for 50 visually handicapped school leavers of mainly average and below average intelligence. Some students possess additional handicaps.

The post is available from Easter 1985. In addition to administrative duties the successful candidate would be required to contribute to the teaching programme of the College. The present incumbent is an Occupational Therapist and candidates from fields other than teaching will be considered for this post. The post is not residential. Salary Scale: Burnham FE (Group 1).

RNIB

Application forms and further details may be obtained from:
The Principal, Hethersett College, Gatton Road, Wray Common, Reigate, Surrey.
Telephone: (Reigate) 45555.

Applications should reach the Principal by 31 October 1984.

(6849)

PREPARATORY SCHOOLS
continued

Mathematics

Heads of Department

SURREY

DANES HILL SCHOOL
Oxshott, Surrey
IAPS Co-Educational Day School (500 pupils)
Required for January 1985, a well qualified and experienced Maths Graduate to take charge of the Maths Department, co-ordinating and teaching within 9 - 13 age group to Common Entrance and Public School Scholarship.
Willingness and ability to coach boys' games would be helpful.
Salary commensurate with experience and qualifications. D.E.S. Superannuation.
Applications together with full c.v. and names and addresses of two referees to the Headmaster. (38196) 203418

Other Assistants

KENT

MARLBOROUGH HOUSE SCHOOL
Hawkhurst, Kent TN18 4PY
IAPS Boarding and Day
Required in 1985 a qualified and experienced teacher of MATHEMATICS who would be interested in guiding and involving colleagues in the application of COMPUTERS in other subjects.
Would you like to work, in delightful surroundings, with a team of teachers helping to prepare boys and girls for their future?
Salary: Marlborough House Scale - at least of Burnham equivalent with D.E.S. superannuation obligatory.
If interested please apply to Ian Ross, Headmaster, in writing. (38463) 203424

NEWCASTLE UPON TYNE

ASCHAM HOUSE SCHOOL
30 West Avenue, Gosforth, Newcastle upon Tyne NE3 4ES

A suitably qualified and experienced teacher of French required for January 1985, if possible. The successful applicant will have had experience in preparing candidates for G.C.E. examinations and will be expected to give a dynamic lead on the head of a thriving department. A willingness to participate in extra curricular activities is essential.

Salary based on Burnham Scale 2 with D.E.S. Superannuation.

Apply with C.V., names, addresses and telephone numbers of 2 referees and s.a.e. to the Headmaster. (38557) 203624

WORCESTERSHIRE

THE WELLS HOUSE
Malvern Wells, WR13 6LH
A teacher of FRENCH is required for January 1985 at this I.A.P.S. Boarding and Day school of some 100 children.
Applicants should be prepared to take a full part in the life of the school and to contribute with the teaching of French to the 9 - 13 age range.
Accommodation for a single person is available. Burnham scale, government superannuation.
Apply in writing, together with full c.v. and names and addresses of two referees, to The Headmaster. (38817) 203624

GLOUCESTERSHIRE

Full-time Teacher required January, qualified/experienced for infant class of 12 pupils in Junior Independent School. Permanent post, (minimum 2 years).
Apply Headmistress, Croft Hall School, Fairford, Glos. (38681) 205624

HERTFORDSHIRE

EGERTON-ROTHESAY SCHOOL
3-7 Charles Street, Berkhamsted
Two experienced Christian teachers required for January 1985. Full-time preferred but part-time possible.
Application by letter with full C.V. to the Principal. (30458) 205624

LONDON SW7

Required for January 1985 - well-qualified and experienced FULL TIME class teacher for girls aged 8 - 9.
Apply with curriculum vitae to Mrs. Headminstrass, Glendower Preparatory School, 87 Queen's Gate, London SW7. (38683) 205624

LONDON W5

DURSTON HOUSE
13 Castlebar Road, Ealing W5 2DU
(Tel: 01-997 0511)
In January 1985 because of expansion, a fully qualified teacher will be needed in the pre-prep department of this IAPS boys' day school. Salary Burnham plus London Allowance.
Please apply in writing with full C.V. and details of two referees to the Headmaster. (38611) 205624

SURREY

EWELL CASTLE JUNIOR SCHOOL
(Boys 7 - 11)
Required for January 1985 a qualified CLASS TEACHER for 7/8 - 8/9 year olds. A willingness to help with extra curricular activities and to teach older age groups would be an advantage. Salary Burnham Scale 1 plus Outer London Allowance.
Applications in writing to the Headmaster, with C.V. and details of 2 referees, at Ewell Castle School, Church Street, Ewell, Surrey. (38117) 205624

Other than by Subject Classification

Heads of Department

SUFFOLK

CULFORD SCHOOL
Bury St Edmunds, Suffolk
Preparatory Department
Co-ed. 200 pupils, 50 boarders
Required for April 1985 Head of Department to organise the Preparatory Department, 8 - 13. Salary based on Burnham Scale IV with Culford additions.
For full details write, enclosing s.a.e., to the Headmaster's Secretary, Culford School, Bury St. Edmunds, Suffolk IP28 6TX. (38189) 205618

SURREY

KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. Day Preparatory School)

A head of the junior department (Ages 4½ - 8½) of King's House is required for September 1985. Scale 3 Post.

Please apply to the Headmaster, King's House School, 68, King's Road, Richmond, Surrey TW10 6ES, enclosing curriculum vitae and the names, addresses and telephone numbers of two referees. (43533) 205618

Other Assistants

BUCKINGHAMSHIRE

DAVENIES SCHOOL
Beaconsfield
I.A.P.S. 175 Day Boys
Required in January 1985 a qualified Form TEACHER for eight-year olds. The ability to teach FRENCH to this form, and the ability to teach SCRIPTURE to CSE and PSE is also required. Normal Supervisionary duties. Burnham Scale One. Government Superannuation. Non-resident.
Apply in writing with full CV and names of two referees to Headmaster. (38001) 205624

BUCKINGHAMSHIRE

GODSTOWE SCHOOL
High Wycombe, Buckinghamshire
Required in January or May, fully qualified French trained teacher for class of 7 - 8 year olds. Post could be resident or non-resident. Burnham scale. Government Superannuation.
Apply, in writing, with names and addresses of two referees to the Headmistress. (38876) 205624

BUCKINGHAMSHIRE

ASHFOLD SCHOOL
Dorton, Aylesbury

Required in January or April a qualified teacher for general subjects in the (middle school - 8 - 11). Ability to teach some Maths preferred. Willingness to coach boys' games and play a full part in the life of the school is essential. Salary Burnham scale. Married accommodation available.

Applications with the names of two referees to the Headmaster. (43324) 205624

BEDFORDSHIRE EDUCATION SERVICE

BARNFIELD COLLEGE (LUTON)

New Bedford Road, Luton, Beds.
Tel: 0582 507531

SCHOOL OF HAIRDRESSING, BEAUTY AND COMMUNITY STUDIES

LECTURER GRADE II: HEAD OF SCIENCE DIVISION

Required from 1st January 1985, or as soon as possible thereafter, to co-ordinate the work of the College's Science Division located in the School of Hairdressing Beauty and Community Studies. The Division is centred on the teaching of related sciences to Hairdressing, Catering and Fashion students, GCE 'O' and 'A' level studies, as well as City and Guilds Foundation Courses.

Applications are invited from graduates with good teaching experience and proven administrative ability. The successful applicant should have a sound background in the teaching of physical sciences.

Application forms may be obtained from the Chief Administrative Officer at the College.

Salary: £7548-£12098 pa

Closing date for applicants: 16 October 1984.

Bedfordshire is an Equal Opportunities employer.

Barnfield College (Luton)

Colleges of Further Education

Directors and Principals

HEREFORD & WORCESTER COUNTY COUNCIL

PROJECT DIRECTOR for OPEN TECH DELIVERY SYSTEM

SALARY: PL Scale 5 £15,048 - £16,461 inclusive

This interesting and challenging position has become available due to the successful application to the M.S.C. Tech Unit for funds to develop a County 'delivery system'.

The initial project will run until April, 1987 and the successful candidate will be expected to commence on 2nd January 1985.

The aim of the project will be to introduce an effective system of distance learning and open access facilities into 13 existing colleges in the County Cities of Hereford & Worcester and Powys.

It is expected that over the dates will have been established a portfolio of open learning systems and be able to effectively manage and control a resource based project.

The appointment can be on the basis of fixed term contract or by arrangement with the present employer on a secondment basis.

Application forms and full job description available from: Mrs. M. Ferguson, F.E. Unit, Education Department, Castle Street, Worcester WR1 3AQ. Tel: (0905) 353366 Ext. 326 (24hr) 23503 (43122)

City of Salford

SALFORD COLLEGE OF TECHNOLOGY

Applications are invited from candidates with appropriate academic and/or professional qualifications for the following posts with duties to commence as soon as possible.

Department of Construction and Surveying

PRINCIPAL LECTURER — HEAD OF PROFESSIONAL AND TECHNICIAN STUDIES

for the areas of Construction, Housing and Surveying

Department of Art and Industrial Design

TEMPORARY LECTURER GRADE I IN PRINT PRODUCTION PROCESSES FOR THE DESIGNER

to teach print production processes to DATEC courses and service classes

TEMPORARY LECTURER GRADE I IN DESIGN

to teach on DATEC General Art and Design courses.

Department of Science

TEMPORARY LECTURER GRADE I IN MATHEMATICS

to teach mainly to BTEC Ordinary National Certificate in Diploma level.

Salary will be in accordance with the Burnham FE scales for Teachers in Establishments of Further Education, viz:

Lecturer Grade I — £6,910-£10,512 per annum (Temporary appointments are normally for one academic year only). Principal Lecturer — £13,095-£16,467 per annum with starting salary dependent on previous experience.

Further details and application forms may be obtained from the Principal, Salford College of Technology, Frederick Road, Salford M6 6PU, tel 061 736 6541, to whom completed forms should be returned without delay.

(6930)

Regional Development Agent
for Further Education Unit
West Midlands
Up to £17,489

As part of the PICKUP (Professional Industrial and Commercial Updating) Programme, the Further Education Unit wishes to appoint an Agent to further develop post-experience vocational education in universities, polytechnics and colleges. He/she will build upon existing PICKUP developments in the region at a time when PICKUP is expanding Local Collaborative Projects, involving educational institutions and industry; FE/HE Marketing; and further PICKUP curriculum development.

Applicants should preferably have experience of industry and/or commerce, and of FE/HE — ideally including mid-career vocational education. They must also possess a current driving licence as considerable travel will be necessary.

Starting salary will be within the range £12,695 - £17,489. This appointment, based at Wolverhampton Polytechnic, will be for a fixed term until September 1986 initially and secondment arrangements may be preferable.

For detailed information and an application form, to be returned by 22 October 1984, please ring 01-928 9222 ext. 3138. Or write to: The FEU/PICKUP Co-ordinator's Office, Room 5/21, Elizabeth House, 39 York Road, London SW1 7PH. It is hoped that the successful candidate will take up post by January 1985.

PICKUP

(6316)

CROYDON COLLEGE

Faculty of Art and Design

Graphic Design:Director of Studies
Burnham Head of Department Grade IV

Applications are invited for this post of Director of Studies (Graphic Design) commencing 1st January 1985.

The Faculty of Art and Design offers a wide range of advanced courses including BTEC Higher National Diploma in Theatre Design, Fashion and Ceramics.

The successful candidate will be a graduate or equivalent with administrative and teaching experience in advanced BTEC, HND level. Suitable design qualifications and industrial experience in either typography, information design, C. A. D., together with a broad knowledge of graphic design are essential.

Further Education Award which is at present:
The salary for this post will be in accordance with the current Burnham
London Weighting Allowance.
Grade IV Head of Department: £15,444-£17,223 p.a. including

If you have appropriate background and would wish to further develop your existing successful BTEC, HND and Diploma Courses, then apply for further details and an application form to: The Assistant Principal (Personnel), Croydon College, Fairfield, Croydon CR9 1DX.
The closing date for receipt of applications will be 14 days after the appearance of this advertisement.

(6944)

COLLEGES OF FURTHER EDUCATION
continued

Heads of Department

EAST SUSSEX

LEWES TECHNICAL COLLEGE

HEAD OF DEPARTMENT OF BUSINESS EDUCATION (GRADE IV)
Salary £14,799 to £16,578 p.a.

Applicant should be well qualified with good business and teaching experience. Courses in Business, Computing and Secretarial studies.

Further particulars and application forms from The Principal, Lewes Technical College, Mountfield Road, Lewes. Tel: Lewes 476121. (30654) 220018

CALDERDALE METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT

Percival Whitley College of Further Education
Francis Street, Halifax HX1 3UZ
Tel: Halifax 58221

POST 21
DIRECTOR OF RESEARCH AND DEVELOPMENT
(Head of Department IV)

To be responsible for the development of new courses and projects throughout the college. Knowledge of Information Technology desirable but not essential.

POST 22
GROUP MANAGER FOR TECHNOLOGY
(Senior Lecturer)

To be responsible for Technology courses and staff within a College matrix structure. Experience in control engineering/electronics desirable.

For further details and application forms, please apply to The Principal, Percival Whitley College of Further Education, Francis Street, Halifax HX1 3UZ enclosing a foolscap stamped addressed envelope. Closing date 19 October 1984.

(6890)

Cheshire Education Committee
NORTH CHESHIRE COLLEGE

Applications are requested for the post of:

HEAD OF DEPARTMENT OF BUSINESS, MANAGEMENT & TRADE UNION STUDIES

(Burnham Grade V)

Further particulars and application form (sae please) from:

Principal Administrative Officer
North Cheshire College
Padgate Campus
Fearnhead
Warrington
WA2 0DB

Closing Date: Thursday, 18 October 1984.

(6901)

Other Appointments

CLEVELAND

CLEVELAND TECHNICAL COLLEGE
Redcar

Applications are invited for the appointment of LECTURER ONE IN ELECTRICAL/ELECTRONIC ENGINEERING, duties to commence as soon as possible.

The successful applicant will teach Craft and Technician students in Electrical Engineering Courses. Candidates should have appropriate technical qualifications in Electrical and/or Electronic Engineering with some experience or general interest in the development of computer aided engineering and microprocessors.

Further details and application forms are available by applying IN WRITING ONLY to The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (38648) 220026

Staffordshire Education Committee
Stoke on Trent
Cauldon College of Further Education

HEAD OF DEPARTMENT
of Hairdressing Fashion and Related Studies
GRADE V £16,098-£17,877

This post is available from 1 January 1985.

Application forms and further particulars are available from Vice Principal, Stoke on Trent Cauldon College of Further Education, Stoke Road, Shelton, Stoke on Trent ST4 2DG. The closing date is ten days from appearance of this advertisement.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

(6911)

Staffordshire County Council

Humberside County Council

Hull College of Further Education
Principal: A. Tuck BSc CEng MIEE MIERE FRSA

HM YOUTH CUSTODY CENTRE — EVERTHORPE

Education Officer
Head of Department
Grade II

Suitably qualified and experienced teacher required for this senior post in a progressive young offender establishment. Previous experience in Prison Education is desirable though not essential but an interest in the needs of young adults and in trainee centred learning is necessary.

Salary: Head of Department Grade II £12,522-£14,115.

Lecturer I

Required to teach adult basic education. An interest in or experience of Assessment/Guidance is desirable.

Salary: Lecturer Grade I £6,910-£10,512.

Application forms and further particulars for both posts are available from the Administrative Assistant (Personnel), Hull College of Further Education, Queens Gardens, Hull, North Humberside HU1 3DG. A large stamped addressed envelope is required.

Closing date: 17 October 1984 for both posts.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview.

(6891)

hcfe

Lancashire County Council

An Equal Opportunities employer

2 POSTS

ACCRINGTON AND ROSSENDALE COLLEGE

Sandy Lane, Accrington.
Required 1st January 1985.

HEAD OF DEPARTMENT – GRADE 3 (FOR BOTH POSTS)

POST 1 – HEAD OF DEPT. OF DEVELOPMENTAL EDUCATION; LIBERAL EDUCATION, E.S.L., RECURRENT EDUCATION, SOCIAL EDUCATION.

POST 2 – HEAD OF DEPT. OF EXPRESSIVE ARTS: ART, MUSIC, P.E., DANCE/DRAMA, MEDIA STUDIES

Both Departments offer full and part-time courses to the whole post-compulsory age group in the districts served by this Tertiary College.
Forms/further details from/to the District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. (SAE please)

Closing date: 18th October 1984.

(6880)

EAST HERTS COLLEGE
Turnford, Broxbourne, Herts EN10 6AF
Hoddesdon (0992)–466451

DEPARTMENT OF ENGINEERING

Required as soon as possible:

(1) **Head of Department (Grade IV)** to lead and develop an established Department with a range of courses in Mechanical, Electrical and Motor Vehicle Engineering. Applicants should have appropriate qualifications and sound organisational experience in Further Education.

(2) **Lecturer Grade II in Electronics/Control Engineering** to teach on a range of Craft and Technician Engineering Courses and to assist in organising B/TEC courses.

A removal expenses scheme exists for appointees moving from other areas.

For further details and application forms, please telephone the Principal's Secretary on Hoddesdon (0992)-466451.

Closing date *WEDNESDAY 17 OCTOBER.*

(6948)

Education Committee

Mid-Kent College of Higher and Further Education

The following vacancies exist:

Department of Electrical and Electronic Engineering

Lecturer Grade I
to teach Electronics and associated subjects to students on City & Guilds and B/Tec courses.

Department of Mathematics, Statistics and Computing

Lecturers-Grade II (Temporary): 2 posts
required immediately, until 31 August 1985, to assist with the teaching of computing subjects, and the development of associated teaching materials, at all levels up to and including Higher National Diploma courses.

Lecturer Grade I
required for January 1985, or earlier, to assist with the teaching of computing subjects up to BTEC National Certificate/Diploma level. Ability to assist with the teaching of either mathematics or statistics, at GCE Ordinary Level, would be an advantage.

Department of Management and Social Work Studies

Lecturer Grade II
applicants should have recent public sector experience in a management position and hold an appropriate degree and/or professional qualification.

Lecturer II in Social Work
Applications are invited for professionally qualified Social Workers for appointment to the above post. Candidates must have minimum of two years post-qualification experience and should preferably hold a degree.

The post involves teaching on the two-year non-graduate CQSW course and a variety of in-Service training courses.

Salary Scales: Lecturer Grade II £7,215–£11,568
Lecturer Grade I £5,649–£9,735

Further details and application form available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UO. Tel: 0634 41001 Ext 240 to whom completed applications should be returned by Friday 19 October 1984.

(6928)

KENT COUNTY COUNCIL

BEDFORDSHIRE EDUCATION SERVICE

BARNFIELD COLLEGE (LUTON)
New Bedford Road
Luton, Beds.
Tel: Luton (0582) 507531

LECTURER II FOR HEARING IMPAIRED

Applications are invited from suitably qualified Individuals with secondary or FE experience, to lead this new project to provide Further Education for a group of profoundly deaf 16–19 years olds.
Candidates with impaired hearing are welcome to apply.

Salary: £7548–£12099 pa

Further details and application forms, returnable with two weeks of this advertisement may be obtained from the Chief Administrative Officer at the College.

Barnfield College (Luton)

(6884)

COLLEGES OF FE
continued

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
WINDSOR & MAINDENHEAD COLLEGE OF FE
Required for January 1985 LECTURER I in Accounting/Computing. Any additional Business Studies subjects would be an advantage.
Application forms and further particulars from the Principal, Windsor & Maidenhead College, Clarence Road, Windsor SL4 3AZ.
Berkshire County Council is an equal opportunities employer. (30406) 220026

BUCKINGHAMSHIRE
AYLESBURY COLLEGE
Oxford Road, Aylesbury HP21 8PD
Applications are invited from men and women for the following posts in the Department of Business & Management Studies.
LECTURER I IN BUSINESS STUDIES
To teach at least to BEC National/GCE 'A' level standard in Economics and Economics-based subjects and also in at least TWO of the following: Agricultural Economics; Business Administration; Health and Social Services; Hotel Reception and Front Office Operations; Travel and Tourism/Retail Travel Operations; Law Statistics; Supervisory Studies and Industrial Management.
Applicants should be graduates or professionally qualified or have a teaching qualification with appropriate specialisms. A degree in Business Studies which included Economics would be particularly appropriate. Teaching experience would be an advantage, but is not essential, and applications from those who will shortly graduate or qualify will be welcomed.
Duties to commence January 1st, 1985 or as soon as possible thereafter.
Salary Scale: Lecturer I £5,649 - £9,735 (currently under review.
Assistance with removals and other expenses will be provided in approved cases.
Application forms and further particulars for the above posts may be obtained from the Principal (upon receipt of a stamped addressed foolscap envelope) to whom completed forms should be returned within 14 days of the appearance of this advertisement. (36692) 220026

CUMBRIA
COUNTY COUNCIL
BARROW IN FURNESS COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow In Furness
Tel: (0229) 25017
DEPARTMENT OF MANAGEMENT, BUSINESS & GENERAL STUDIES
LECTURER GRADE I TO TEACH COMMUNICATIONS AND GENERAL STUDIES
Required as soon as possible. Applicants should be qualified in terms of professional or graduate attainment in relevant academic, technical or commercial studies, industrial or commercial experience and teaching experience and/or certification. Candidates technically or commercially qualified and experienced who are genuinely concerned with the general communications aspect and its importance in today's industrial scene will be particularly welcome.
SALARY SCALE: £5,910 - £10,512.
Further particulars and application form available from the Principal to whom they should be returned no later than 15th October 1984. (SAE please). (30283) 220026

CUMBRIA
COUNTY COUNCIL
CARLISLE TECHNICAL COLLEGE
Applications are invited for the following posts:
SENIOR LECTURER IN TROWEL TRADES
To teach Brickwork up to and including Advanced Craft Certificate. An ability to teach plastering, fibrous plaster usage and/or a knowledge of CGLI Supplementary subjects would be an advantage.
LECTURER II IN BUSINESS STUDIES
To teach Accounts of Law and assist with Economics and other business subjects to students taking BTEC Higher Diploma, Certificate and general business courses.
LECTURER I IN PROFESSIONAL COOKERY
To teach practical and theoretical aspects of food preparation and production to students taking 705.706, BTEC Diploma and YTS courses. Applicants should have good industrial experience and be qualified to at least CGLI 706.2 level.
LECTURER I IN SCIENCE
To teach Physical Science (Physics or Chemistry as a main subject, Geology or Mathematics as a subsidiary subject) to students taking BTEC I, II and III levels and GCE 'A' and 'O' levels.
LECTURER I IN EDUCATION FOR SPECIAL NEEDS
To contribute to a wide range of teaching provision in 'Special Needs' across College courses. Specialised and experienced teacher of Special Needs young people is required to develop an input and strategy for appropriate work/schemes.
Salary Scales: SL £11,175 - £13,128.
LII £7,548 - £12,099.
LI £5,910 - £10,512.
Candidates for the posts should possess relevant subject qualifications and be either trained (technical) or have appropriate teaching experience.
Further details may be obtained by writing to the Principal (see please). Please head your letter with appropriate post given above.
Closing date for applications 18th October 1984.
Carlisle Technical College, Victoria Place, Carlisle, Cumbria CA1 1HB. (30248) 220026

DERBYSHIRE
EDUCATION COMMITTEE
HIGH PEAK COLLEGE OF FURTHER EDUCATION
Buxton
DEPARTMENT OF BUSINESS STUDIES
SENIOR LECTURER IN BUSINESS STUDIES
As well as a contribution to the teaching of business or computer or secretarial studies the successful applicant will be expected to make a significant contribution to the management of the Department with particular reference to curriculum development and co-ordination.
Application form and details from the Principal (SAE please). Closing date 19th October 1984.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (30623) 220026

BOLTON METROPOLITAN COLLEGE
Applications are invited for the following permanent posts.

PRINCIPAL LECTURER: MATHEMATICS, COMPUTING AND INFORMATION TECHNOLOGY
This is an immediate vacancy for a senior member of staff to develop and co-ordinate the critical areas of Mathematics, Numeracy and Computing across the College.

LECTURER I: CREATIVE ACTIVITIES
LECTURER I: CORE SKILLS/ COMMUNICATIONS (for April, 1985)
LECTURER I: LIBERAL STUDIES/SPECIAL EDUCATIONAL NEEDS (for April, 1985)
The above posts are within the Faculty of Open Education and are concerned, in the main, with work for Y.T.S. trainees and unemployed young people and adults. The Creative Activities post is an immediate vacancy.

LECTURER I (HALF-TIME): ENGLISH AS A SECOND LANGUAGE
This post, an immediate vacancy, is to contribute to the teaching and organisation of the Speak-Teach Unit located in the Faculty of Community Education. Applicants should be fluent and literate in one or more of Gujerati/Urdu/Punjabi as well as English.

LECTURER I: PSYCHOLOGY/ BIOLOGICAL SCIENCES
LECTURER I: DOMESTIC SCIENCE/ NUTRITION
LECTURER I: NEEDLECRAFT
The above posts are available from April, 1985; the first in the Faculty of General Education and the other two in the Faculty of Community Education.

Applicants for all the above posts must be appropriately qualified and have relevant experience: teaching experience and a teaching qualification are highly desirable.

Further details of each post and application forms (to be returned within two weeks of the appearance of this advertisement) are obtainable from the Chief Administrative Officer, Bolton Metropolitan College, Manchester Road, Bolton – telephone 31411, Ext. 204. (6913)

COVENTRY
HENLEY COLLEGE OF FURTHER EDUCATION

Senior Lecturer in Computing

Required as soon as possible to lead the rapidly developing computing work of the College. In addition to being well qualified applicants should have a good record of teaching and administration. Recent industrial experience would be a considerable advantage. Energy and enthusiasm essential.

Salary: £10,683–£12,552 (award pending)

Lecturer II in Computing

Required from 1 January 1985 to teach on a range of computer courses, including BTEC National Diploma and GCE 'A' level. The person appointed will be expected to play a major role in supporting the Section Head.

Salary £7,215–£11,568 (award pending)

THE COLLEGE has excellent facilities including an Elebra Office, a suite of 4 computing rooms, a Computer Based Learning Centre, a CNC workshop, and a control system laboratory. The Coventry Microsystems Centre is also based in the College.

For details and application form send SAE to: The principal, Henley College of Further Education, Bell Green, Coventry. Tel (0203) 611021

Closing date for applications: 15 October 1984

(6911)

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
WAKEFIELD DISTRICT COLLEGE

Principal Lecturer Computing
£13,095–£14,580 (bar point)-£10,467
To act as Curriculum Co-ordinator in Computer Studies and Computer Applications.

Senior Lecturer Computing
£11,175–£13,128 (bar point)-£14,061
To act as Consumer Co-ordinator for Computer Technology Equipment including Micro Computers.

Lecturer 1 Computing
£5,910–£10,512
Required to teach a variety of courses throughout the College.

Senior Lecturer Communication and Language
£11,175–£13,128 (bar point)-£14,061
To act as Curriculum Co-ordinator in all aspects of Communication and Language studies throughout the College.
Closing date for the above posts is 18th October, 1984.

Lecturer I in Performing Arts
£5,910–£10,512
Required to teach any combination of Drama, Music, Dance and Theatre Arts. The successful applicants will have specialist skills and graduate equivalent qualifications, and must be able to extend these well beyond their own special disciplines. Previous applicants will automatically be considered unless notification is received.
Application forms and further details available (on receipt of a stamped addressed foolscap envelope) from the Chief Education Officer, 8 Bond Street, Wakefield, to be returned by 9th November 1984 unless otherwise stated.

Strathclyde
FURTHER EDUCATION
SENIOR LECTURERS

BELL COLLEGE OF TECHNOLOGY
Almada Street, Hamilton ML3 0JB
MANAGEMENT SENIOR LECTURER 'A'
Relevant degree (Honours preferred). Extensive experience of teaching at HND level and above.

PRODUCTION ENGINEERING
SENIOR LECTURER 'A'
Applicants should possess an Honours Degree in an appropriate engineering discipline and have a special interest in new technology applications in the manufacturing environment. Relevant teaching experience is essential.
Salary Scale: Senior Lecturer 'A' – £12,777–£14,184 (BAR) £16,104.
Placing on the salary scale will be given for relevant experience.
Forms of application and further particulars can be obtained from the college concerned to whom completed applications should be returned not later than 19th October 1984.

(6911)

COLLEGES OF FE
continued

DEVON
EAST DEVON COLLEGE OF FURTHER EDUCATION
Principal: F.J. Rosemond, M.A.(Econ.), B.A.(Econ.), Hons., Cert.Ed.
SENIOR LECTURER FOR TECHNOLOGY
DEPARTMENT (GRADE 4)
(POST 002)
A vacancy exists for the post of Senior Lecturer, who will act as a Deputy Head of Department of Technology (Engineering, Construction, Mathematics and Science).
For further details and application form please send stamped addressed envelope to the Vice Principal, East Devon College of Further Education, Bolham Road, Tiverton, Devon EX16 6SR.
This is a re-advertisement. Applications from previous candidates will be taken into consideration by the Committee. (30414) 220026

EAST SUSSEX
EASTBOURNE COLLEGE OF ARTS & TECHNOLOGY
St. Anne's Road, Eastbourne BN21 2HS
Tel: (0323) 644711, Ext. 212
Principal: J.H. Williams, M.Ed., F.B.I.M., F.R.S.A.
DEPARTMENT OF ART AND DESIGN
Required for January 1985, or as soon as possible thereafter, LECTURER I IN FASHION DESIGN AND TECHNOLOGY to be responsible for teaching design and pattern cutting for the BTEC General Vocational Design course and to advise and counsel students up to Diploma Membership of the Society of Industrial Artists and Designers.
Salary scale £5,649 - £9,735 according to experience.
Application forms and further particulars from the Principal.
Closing date: 15th October. (30694) 220026

DUDLEY
METROPOLITAN BOROUGH
DUDLEY COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUSINESS, MANAGEMENT AND SECRETARIAL STUDIES
PRINCIPAL LECTURER IN BUSINESS AND MANAGEMENT STUDIES
£12,519 - £15,744 (under review) - For January 1985, to run a large Business and Management Section which includes BTEC National and Higher National courses, Institute of Bankers, Industrial Management and GCE Law. Must have good academic qualifications together with industrial/commercial experience. Preference given to candidates familiar with administration of College courses, especially Advanced courses. Interviews will be held on Monday, 29th October.
LECTURER GRADE I IN BUSINESS STUDIES
£5,649 - £9,735 (under review) - two posts, one permanent and one temporary) - For January 1985, or as soon as possible thereafter, to teach following subjects: Bookkeeping, Business Calculations and World of Work to BTEC General Diploma level, and Bookkeeping and Accounting to BTEC National Diploma level. Most of teaching work will be to Youth Training Scheme trainees and some experience in this type of work will be an advantage. Must have good academic qualifications and preferably those given to those with a teaching qualification.
Details from the Principal's Secretary, Dudley College of Technology, The Broadway, Dudley, West Midlands (Tel: Dudley 53585). (30178) 220026

ESSEX
COUNTY COUNCIL
SOUTHEND COLLEGE OF TECHNOLOGY
Carnarvon Road, Southend-on-Sea, Essex SS2 6LS
(Tel 0702 - 35393)
Applications are invited for the following posts which are to be filled as soon as possible:
1. SENIOR LECTURER - EDUCATION OF ADULTS
to promote and develop the College commitment to adult education programmes. The person appointed will co-ordinate all such work in the College, including 'PICKUP' work, and will develop and supervise adult student guidance/advice procedures.
2. TEACHER(S) OF ECONOMICS
to BTEC National/GCE 'A' level standard.
This vacancy could be filled by a temporary until 31st August (1985) full-time teacher/lecturer or part-time teachers.
Ability to teach 'Government' or other business related subjects would be an advantage.
Salary Scales (under review): Senior Lecturer £10,683 - £12,552; Lecturer I £5,649 - £9,735.
Further particulars and application forms from the College Administrative Officer (Ext. 41) to whom completed forms should be returned not later than Monday, 15th October. (073575) 220026

DURHAM
CONSETT TECHNICAL COLLEGE
LECTURER GRADE I - LAW AND BUSINESS STUDIES
To teach the Law element at BTEC General and National level and other courses up to G.C.E. 'A' level.
Further details and form of application (returnable by 15th October) from the Principal, Consett Technical College, Consett, Durham DH8 5EE on receipt of s.a.e. (30492) 220026

GLOUCESTERSHIRE
MID-GLOUCESTERSHIRE TECHNICAL COLLEGE
LECTURER GRADE I
Required to commence January 1985 to teach Home Economics/Catering/Home Management on a variety of courses. Applicants must be qualified teachers and have had relevant experience in catering and institutional management.
Further details and application forms from the Principal, Mid-Gloucestershire Technical College, Stratford Road, Stroud, Glos. (30172) 220026

Nene College Northampton

Applications are invited for the following posts available from 1st January 1985:

Lecturer I/II Mathematics

To join a team of Lecturers involved in a wide range of courses from 'A' level to degree. An ability to offer statistics would be advantageous.

Lecturer I/II Computing

To join a team of Lecturers servicing business, professional and degree courses. A particular interest in the teaching of information in organisation and/or systems analysis design is desirable.

Salary scales: Lecturer 1 – £5910–£10512 per annum, Lecturer 2 – £7648–£12099 per annum.

SAE for further details to Faculty Secretary, Faculty of Mathematics, Management and Business Studies, Nene College, Moulton Park, Northampton NN2 7AN.

(6909)

Berkshire

LANGLEY COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts available from 1 January 1985:
Senior Lecturer/Group Leader in Business Studies
Lecturer II in Electrical Installation
Lecturer I in Electrical Installation
Lecturer II in Heating and Ventilating
Lecturer II in Carpentry and Joinery
Lecturer I in Carpentry and Joinery
Applicants should have appropriate qualifications and experience.
Salary Scales: Senior Lecturer: £11,406–£13,356
Lecturer II: £7,779–£12,330
Lecturer I: £6,141–£10,843
Berkshire has a scheme for assisting with removal expenses. The County Council is an equal opportunity employer and all applicants will be considered on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability.
Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.
Closing date: 17 October 1984.

Required for 1st January, 1985
PONTYPOOL COLLEGE
Salary Scale: £7,548–£12,099

LECTURER II

in Electronics and Computing. Applicants should be graduate or be holders of a HNC or HND in Electrical and Electronic Engineering. Preference will be given to applicants with appropriate industrial and teaching experience. The successful applicant will be expected to play a full part in the development of laboratory facilities in Micro-Electronics and to teach Level 3 Units on the BTEC ASIAS Certificate and Diploma Programmes, courses in Computer Studies to GCE 'A' level and to develop a programme of short courses in digital techniques and micro-processor/micro-computer technology.

USK COLLEGE OF AGRICULTURE
Salary Scale: £6,636–£10,968

LECTURER IB

to teach Farm Accounts and Records and preferably with experience of Computers.
Application forms and further information, where applicable, obtainable from the Director of Education, County Hall, Cwmbran, Gwent NP44 2XG, on receipt of stamped addressed envelope should be returned to the Principals by 22nd October, 1984. (6863)

Gwent County Council

HAMPSHIRE COLLEGE OF AGRICULTURE
Sparsholt • Winchester

LECTURER IN GAMEKEEPING

Salary:
Lecturer L1A - £5,910 - £10,512
OR
Lecturer 1B - £6,636 - £10,968

Applications are invited for the above position from those with good education and/or technical qualifications with good practical experience in Gamekeeping.
The duties will include giving theoretical and practical instruction to YTS Trainee Gamekeepers attending block release courses.

For Furhter details and application forms please apply to the Principal (Sparsholt 441 Ext 265).

6617

Nene College Northampton

LECTURER II/ SENIOR LECTURER IN ECONOMICS

To assume important responsibilities in Economics teaching in the Faculty. Post available from 1st January, 1985.
Salary Scale: Lecturer II — £7,548–£12,099
Senior Lecturer — £11,175–£14,061

PROGRAMME DIRECTOR – Blackwood Hodge Management Centre

To join a small active team providing training and development activities for managers. Post available immediately.
Salary to £14,061.
Nene College is a College of Further and Higher Education, having a wide range of courses from GCE to Degree levels. Blackwood Hodge Management Centre is a high technology residential centre with first class purpose built facilities for management education and training.
Further details on receipt of s.a.e. to Faculty Secretary, Faculty of Mathematics Management and Business Studies, Nene College, Moulton Park, Northampton NN2 7AL.

(6280)

Nene College Northampton

Director: E. Olgvie, BSc (Econ), MEd, PhD, FRSA

Faculty of Art and Design

Full Time Senior Lecturer Course Leader for FOUNDATION STUDIES

Applications are invited from suitably qualified and experienced persons for the above post within the Faculty of Art and Design. Applicants should have a good honours degree and experience of teaching on a Foundation course. The preferred candidate may also be a specialist in a relevant area of Art and Design.

Salary scale £11,175–£13,128 (Bar) – £14,061.

Full Time Lecturer Grade 1/2 in GRAPHIC DESIGN

Applications are required for the above post to help further develop the DATEC Diploma course in Graphic Design in the Faculty of Art and Design. Duties will include teaching fundamental drawing and design skills, but applicants should also have a positive attitude to new technology and design methods. Industrial experience or specialist knowledge in related disciplines such as computer graphics, packaging, marketing or photography may prove advantageous.

Salary scale £5,091–£10,512 (L1), £7,548–£12,099 (L2).

Further details and application forms from the Dean of the Faculty of Art and Design, Nene college, St. George's Avenue, Northampton NN2 6JD. Telephone (0604) 714101.

Closing date for applications is 18th October 1984.

(6917)

Principal: Dr H E Avery

Applications are invited for the following posts:-

Lecturer I (Vehicle Body Engineering)
to teach vehicle body engineering to PSV, light vehicle body and BTEC students; these courses are both national and regionally supported.

Lecturer I (Special Needs)
to teach on various courses offered to students with special needs.

Lecturer II (PSV/Heavy Goods – Section Leader)
to head a section responsible for PSV and Heavy Goods integrated training courses offered nationally.

Lecturer I (Electronics)
to teach electronics to HTC/graduate level for vehicle manufacturers.

Salaries: Lecturer I £5,910 – £10,512
Lecturer II £7,548 – £12,099

Further particulars and application forms from the Principal, Tile Hill College, Tile Hill Lane, Coventry CV4 9SU, Tel (0203) 416444, ext 224, to whom they should be returned by Tuesday, 16 October 1984.

AN EQUAL OPPORTUNITY EMPLOYER

(6905)

Tile Hill College of Further Education

Wirral Metropolitan College
Department of Electrical Engineering

LECTURER 1
ELECTRICAL ENGINEERING (INSTALLATION)

Application forms and further particulars available from:

Principal's Secretary, Wirral Metropolitan College, Carlett Park, Eastham Wirral, Merseyside L62 0AY, upon receipt of stamped, addressed, foolscap envelope. Closing date ten days from appearance of this advertisement.

(6921)

COLLEGES OF FE
continued

HAMPSHIRE
COUNTY COUNCIL

SOUTHAMPTON TECHNICAL COLLEGE

DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

POST NUMBER 131 - LECTURER GRADE II IN BUSINESS STUDIES required from 1st January 1985. Salary Scale £7,215 - £11,568.

Application forms and further details available from the Principal, Southampton Technical College, St Mary Street, Southampton SO9 4WA (enclosing large s.a.e.) to whom completed application forms should be returned by 19th October 1984. (433061) 220026

HERTFORDSHIRE

ST ALBANS COLLEGE
29 Hatfield Road, St Albans, Herts.

(Tel: 60423)

LECTURER I required from January 1985 to teach APPLIED MATHS/STATISTICS and ENGINEERING 'A' level standard and to assist in the teaching of 'O' level maths and computer studies.

LECTURER I in AERONAUTICAL ENGINEERING (2 POSTS) required from 1 January 1985 to teach aerodynamics and engineering subjects to students attending CGLI 208 courses and BTEC Aerospace Studies Certificate Programmes.

Salary scale for all three posts is £5,910 - £10,512 plus £358 area weighting.

Application forms and further details are available from the Principal to whom completed forms should be returned by Wednesday 17 October 1984. (30497) 220026

ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scale in accordance with the Burnham (FE) award: LECTURER GRADE I (and part-time pro rata) on an incremental scale within the range of £10,810-£10,812 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,848-£12,099, SENIOR LECTURER £11,178-£13,128 (and £14,406), PRINCIPAL LECTURER £13,896-£14,580 (and £16,467). Subject to formal approval. For all posts, unless otherwise stated, there is an inner London Allowance of £897. All posts which are graded Lecturer to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a full-time basis. A register of potential Job Sharers is maintained by Ms. H. Brookman, ROFFHEGO, OPP8, Room 256F, The County Hall, London SE1 7PB. ILEA is an equal opportunities employer.

AVERY HILL COLLEGE
Bexley Road, Eltham SE9 2PQ
Tel: 01-850 0031
PRINCIPAL LECTURER in Youth and Community Studies: Head of Youth and Community Section
Required from January 1985, or as early as possible thereafter, to lead a well-qualified team of its staff involved currently in Youth and Community Certificate and Diploma and short in-service courses within the DHSS (Home). The vacancy arises from the appointment of the present holder to HM Inspectorate.
The College intends to expand its activities in the in-service course field, increasingly meeting the needs of workers in United Kingdom and extending ILEA's commitment to equal opportunities. The person appointed will be expected to take a lead in future course development. Experience in course planning is essential. Further details and application forms available from the Deputy Senior Administrative Officer. Closing date — 19 October.

COLLEGE FOR THE DISTRIBUTIVE TRADES
50 Leicester Square, WC2H 7LE
LECTURER I required to teach general Food Science at the Smithfield Department of Food Technology. The Department specialises in courses for Meat and Milk Technologist Technicians and special topic upgrading courses for all food industry personnel and inspectorate.
An applicant with a degree or an equivalent relevant qualification is essential. Some industrial experience is desirable but teaching experience to be the essential as suitable training will be available to the successful candidate.
Application forms and details from the Senior Administrative Officer returnable within 7 days of this advertisement. (Tel: 01-839 1847).

SOUTH EAST LONDON COLLEGE
Lewisham Way, SE4 1UT
Tel: 01-691 6000 (24 Hour Answering Service)
Department of Communication and Liberal Studies
LECTURER II in General Education (Ref: CLS/1119) — Required for January 1985 to teach on, and take curricular and administrative responsibility for, courses provided for the 16-19 age range under the DHSS 21-hour rule. Closing date 26 October 1984.

LECTURER I (in EFL/ESL (Ref: CLS/1106) Required as soon as possible to teach on a range of courses and to participate in developing new provision within the department. Closing date 19 October 1984.

Assistance may be given towards household removal expenses. Further information and application forms for both posts may be obtained from the College at the above address. Tel: 01-691 6000 (24 hour answering service). It is essential to quote the correct reference number.

SOUTH LONDON COLLEGE
Knights Hill SE27 0TX
Applications are invited for the following posts:—
Department of Humanities and General Studies
LECTURER II IN GENERAL AND COMMUNICATIONS STUDIES
tenable from 1st January 1985. The post carries administrative responsibility for the servicing of foundation and other lower level courses in the Physical Sciences and Telecommunications Department in the main Knights Hill building. The majority of teaching will be in-service, including BTEC Telecommunications courses.

Department of Business & Secretarial Studies
LECTURER II IN BUSINESS STUDIES tenable from 1st January 1985. The person appointed will assist the Course Co-ordinator with general administrative duties and with the overall development of BTEC National, General and Access courses. Applicants should have commercial and teaching experience relevant to business studies courses offered within the department.

LECTURER I in BUSINESS STUDIES
Required to teach on Business Studies courses mainly at BTEC National and General levels. Applicants should offer at least two of the following subjects — Numeracy, Accounts, Administration in Business, Word of Work, Organisation in its environment.

Department of Telecommunications and Electronics
LECTURER I required to teach principles and practice of Radio and Electronics. Teaching duties will relate to BJTEC Certificate/Diploma Courses. A knowledge of microprocessor techniques is expected. Closing date 19 October.

Further details and application forms available from the Deputy Administrative Officer. Please enclose s.a.e. and specify the post for which you are applying.

SOUTH THAMES COLLEGE
Wandsworth High Street, SW18 2PP
Department of Engineering Design and Technology
SENIOR LECTURER
Post Ref: DED7/284
Required for January 1985 for the Diploma in Trading Standards Block Release Course. Applicants should be qualified Trading Standards Officers with extensive experience in a local Authority and preferably with some lecturing experience.
Application forms and further details obtainable from the Principal's Secretary, returnable by the 19th October 1984. Please quote ref. number.

SOUTHWARK COLLEGE
The Cut, SE1 8LE
SENIOR LECTURER recruited as 16-19 Co-Ordinator (SLC3).
On a college wide basis, to develop and maintain the college's position as a consortium of educational institutions in the centre and north of Southwark, providing a comprehensive range of educational opportunities for young people in the area, both with individual schools and colleges and with Inner Seats.
Applicants should have significant college experience in the organisation of courses for the age group. The post is open to teachers from any curriculum area. This post will involve extended college year work.

SENIOR LECTURER — Course tutor to NNEB certificate course. Applications are invited from suitably experienced and qualified teachers to lead staff of this certificate course of the NNEB. Candidates should possess good organisational skills and be committed to current trends relating to care of the 0-7 age group.

Further details and application forms for both posts obtainable from the Senior Administrative Officer/PS at the College (01-928 9989) returnable by Friday 19 October 1984.

SOUTH WEST LONDON COLLEGE
Secretarial and General Education Department
SENIOR LECTURER for BTEC, SECRETARIAL CLERICAL & OFFICE TECHNOLOGY courses, required for January 1985.
The Senior Lecturer will lead a team of secretarial staff and will be responsible for course management and curriculum development within the clerical field, including BTEC General courses with a clerical bias.
Experience of BTEC General and/or National is essential. Applicants are expected to have substantial experience of teaching a range of secretarial skills subjects. The Senior Lecturer will be expected to take an active part in the general administration of the Department, including participation in timetabling and staff allocation.
Forms of application and further details from Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 8TG, returnable within 14 days (T: 2841).

VAUXHALL COLLEGE OF BUILDING AND FURTHER EDUCATION
Belmore Street, Wandsworth Road, SW8 2JY Tel: 01-720 4911
Continuing Education Department
LECTURER I
Course Tutor for Stepping Stone, Special Needs/Moderate Learning Difficulties.
The department requires an experienced and qualified Special Needs teacher to tutor this full time course and co-ordinate the link provision for the two feeder schools.
Application forms and further details may be obtained from the General Office (extensions 7267/7280).
Completed application forms must be returned by no later than 19th October 1984.

(6948)

HAMPSHIRE
EDUCATION COMMITTEE
BROCKENHURST COLLEGE
Recently a Sixth Form College, Brockenhurst changed status to that of Tertiary in September 1984.
Please see posts available under 'Sixth Form and Tertiary Colleges'. (433031) 220026

GRAMPIAN REGIONAL COUNCIL

ABERDEEN TECHNICAL COLLEGE

SENIOR LECTURER II IN CARING STUDIES

Applicants should hold a degree or equivalent. In addition to teaching commitments, also responsible to Head of Dept., for organisation of caring courses and associated studies for the guidance, training and supervision of students. Caring courses currently offered are preliminary social care, health studies and nursery nursing. Salary Scale £10,881 to £12,099. Closing date October 15.

BANFF AND BUCHAN COLLEGE OF FURTHER EDUCATION
Fraserburgh

LECTURER II IN GENERAL STUDIES

Applicants should be suitably qualified and will be required to teach General Studies, Communication etc., in the college and perhaps in H.M. Prisons, Peterhead. Salary Scale: £7,989 to £10,881 (placing for approved teaching and industrial experience). Closing date October 22.

MORAY COLLEGE OF FURTHER EDUCATION

LECTURER II - ENGLISH, COMMUNICATION AND GENERAL EDUCATION

Applicants should be suitably qualified and experienced. An interest in, and experience of, adult Basic Education advantageous. Salary scale £7,989 to £10,881 (placing for approved teaching and industrial experience). Closing date October 22.

Application forms and further details on above posts from Director of Education, Woodhill House, Aberdeen AB9 2LU, with whom applications (4 copies) should be lodged. (30851) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF CATERING

TEMPORARY LECTURER GRADE I - PROFESSIONAL COOKERY

A vacancy exists for a person to teach professional Cookery to students pursuing City and Guilds of London Institute and B/TEC Diploma and Certificate Courses.

The person appointed would be required to commence duties as soon as possible and the appointment would terminate on 31st August, 1985.

Salary: Lecturer Grade I £6,810 - £10,512. Position on scale dependent on qualifications and experience).

Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester WR1 2JF, upon receipt of a stamped, addressed envelope. Foolscap size. (Please quote reference TES). (43121) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL

NORTH WORCESTERSHIRE COLLEGE
Bromsgrove

Applications are invited for the following posts as from 1 January 1985.

LECTURER II IN COMPUTING (Science Department)

To teach GCE 'A' Level Computer Science. Ability to assist with computer graphics in Art and Design courses would be an advantage.

LECTURER II IN INFORMATION PROCESSING (Management Studies Department)

To teach on B/TEC General, National and Higher National courses as well as Management and Professional Courses.

Salary Scale £7,548 - £13,128 plus starting point dependent upon qualifications and experience.

Further particulars and application forms may be obtained from The Principal, North Worcestershire College, Worcester Road, Bromsgrove, B60 1RB. (30032) 220026

HERTFORDSHIRE
NORTH HERTS COLLEGE
DEPARTMENT OF CATERING AND HOTEL MANAGEMENT
LECTURER IN FOOD AND BEVERAGE PREPARATION REQUIRED 1 JANUARY 1985.

Applicants should hold appropriate City and Guilds Certificate and have relative experience in the catering industry. Some teaching experience would be an advantage but this essential, successful applicant will be required to undertake Food and Beverage Preparation to full and part-time students on City & Guilds courses.

Full details and application forms are available from the Principal's Secretary, North Herts College, Cambridge Road, Hitchin, Herts. SG5 1BD (please quote reference) to whom completed application forms should be returned as soon as possible. (309141) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT COLLEGE OF FURTHER EDUCATION
Brook Street, Tonbridge, Kent
DEPARTMENT OF HOSPITAL AND SOCIAL SERVICES
Required for 1st January 1985 SENIOR LECTURER to be responsible for the administration of the GCE A and O Level section of the Department.

Applicants should have proven aptitude for management, a graduate qualification and the ability to teach at Advanced level.

Salary Scale: £11,175 - £13,128.

For further details and application forms please apply Chief Administrative Officer, West Kent College of Further Education, Brook Street, Tonbridge, Kent. (43143) 220026

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES

KINGSTON COLLEGE OF FURTHER EDUCATION,
Kingston Hall Road,
Kingston upon Thames
KT1 5AQ

Required from 1st January, 1985.

SENIOR LECTURER IN INFORMATION TECHNOLOGY

Applications are invited for this full time appointment.

Post No. 80.58.07

Salary Scale £11,178 - £14,085 (bar at £13,128) plus £645 London Allowance.

For full particulars and an application form please send a stamped addressed envelope, quoting the Post No. to the Principal. A large stamped addressed envelope.

Completed forms to be returned within 10 days of the appearance of the advertisement. (30455) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH WEST KENT COLLEGE OF TECHNOLOGY
Applications are invited for the following posts to start in January 1985 or as soon as possible thereafter.
DEPARTMENT OF ELECTRICAL & ELECTRONIC ENGINEERING
SENIOR LECTURER IN ELECTRONIC ENGINEERING
Candidates should have a degree or equivalent qualification, and appropriate industrial experience. The successful applicant will be expected to take charge of the development of new courses in the area of digital and micro electronic applications and to teach electronic and microprocessor subjects to BTEC Diploma and CGLI 224 Electronic Servicing courses.
DEPARTMENT OF MECHANICAL TECHNOLOGY
SENIOR LECTURER IN ENGINEERING
A Senior Lecturer is required to teach and lead the development of Computer Aided Engineering in this small but developing department. The person appointed will have a degree or equivalent qualification in a relevant engineering discipline and appropriate industrial or research or development experience. He/she will be encouraged to develop a dynamic approach to the development of CAE courses.
DEPARTMENT OF CATERING
LECTURER GRADE I IN ACCOMMODATION SERVICES
The person appointed will have experience in the Hotel and Catering industry and will be able to teach on C&G courses. Although teaching experience would be useful it is not essential.
LECTURER GRADE I IN HAIRDRESSING
The person appointed will have experience in the hairdressing industry and will be able to teach on craft courses. Although teaching experience would be useful it is not essential.
Further details and application forms for the above appointments can be obtained from the Principal, North West Kent College of Technology, Rinkin Road, Dartford, Kent DA1 2LU. Tel: Dartford 25471. (43142) 220026

KIRKLEES
METROPOLITAN COUNCIL
DEPARTMENT OF EDUCATIONAL SERVICES
DEWSBURY AND BATLEY TECHNICAL COLLEGE
Halifax Road, Dewsbury WF13 2AN
Tel: 0924 469316
LECTURERS GRADE I (5 posts)
Applications are invited from suitably qualified candidates for the following vacancies. Duties to commence as soon as possible.
Post Ref: Tech/2/84(A) — CARPENTRY & JOINERY — to teach to all levels of Carpentry & Joinery. Applicants must have industrial experience and City & Guilds (or equivalent) Certificate.
Post Ref: GE/1/84(A) — ENGLISH/GENERAL & COMMUNICATION STUDIES (2 posts) - applicants must be graduates to teach these subjects on courses throughout the College.
Post Ref: GCS/1/84(A) — HEALTH/CHILD CARE/COMMUNITY subjects - to teach on a variety of courses. Applicants must have GCE/RSA/ONC with post-registration qualifications.
Post Ref: BS/1/84(A) — LITERACY - NUMERACY - to teach these subjects at Basic Skills level.

Salary (all posts): £5,910 - £10,512. Additions within the scale may be given for approved qualifications and industrial experience.
Further details and application form (please quote appropriate reference and enclose s.a.e. to take A.4 paper), may be obtained from the Principal at the above address. Closing date: 2 weeks after the appearance of this advertisement.
An Equal Opportunity Employer. (304262) 220026

LANCASHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

BLACKBURN COLLEGE
Fielden Street, Blackburn BB2 1LB

SCHOOL OF FOOD AND CONSUMER STUDIES

SENIOR LECTURER IN HAIRDRESSING AND BEAUTY

Salary: Senior Lecturer £11,178 - £13,128.

Applicants for the above post should be well qualified hairdressers preferably with a teaching qualification, and should preferably have professional standards with flair and imagination, together with proven ability in staff/student management. An ability to contribute to the development of the Beauty Therapy curriculum with the School/College is essential.

Application forms and further details are available from the Vice-Principal at Blackburn College (SAE please).

Closing date: Friday 26th October. (304552) 220026

MANCHESTER
CITY OF MANCHESTER EDUCATION DEPARTMENT
NORTH MANCHESTER COLLEGE
Re-Advertisement
(1) COMPUTER BASED LEARNING
£7,815 - £11,568 (Point Pending)
Applications are invited and enthusiastic for the following Technology/Computer Assistant, and development of computer based programming Colleges.
The closing date 19th 1984.
Application form further particulars available from The Principal, Moss Centre, Cheetwood, Cheetwood, Manchester 8. Tel: 061-740 1674.
An Equal Opportunity employer. (308281)

MID-WARWICKSHIRE
MID-WARWICKSHIRE COLLEGE OF FURTHER EDUCATION

APPOINTMENT OF DEPARTMENT OF BUSINESS STUDIES

APPOINTMENT OF LECTURER GRADE I BANKING STUDIES

Required for Jan. 1985 to be responsible for administration of Institute of Bankers courses and make a major contribution to courses.

Application forms further particulars and an application form will be sent to those candidates who write, enclosing a stamped addressed envelope, to the Principal, College of Further Education, Southdown, Great Yarmouth NR31 0EQ.
Applications should arrive at College by 22nd October, 1984. (305907)

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF COMMUNITY, ADULT AND INDUSTRIAL STUDIES
SENIOR LECTURER IN SOCIAL AND COMMUNITY STUDIES
Applications are invited for the above post, duties to commence as soon as possible.
The successful candidate will be expected to teach Social Studies courses in the Department of Community, Adult and Industrial Studies, Certificate of Education, Professional and Special Education courses, and to offer a qualification in one or more of the following areas of work with adults: Community Education, Community Development, Community Arts, Adult Education, Industrial Studies.
Applications are invited for the above post, duties to commence as soon as possible.
The successful candidate will be expected to teach Social Studies courses in the Department of Community, Adult and Industrial Studies, Certificate of Education, Professional and Special Education courses, and to offer a qualification in one or more of the following areas of work with adults: Community Education, Community Development, Community Arts, Adult Education, Industrial Studies.
Salary Scale £7,548 - £13,128 plus £358 area weighting.
Application forms and further particulars from The Principal, College of Arts and Technology, Ellison Place, Newcastle upon Tyne NE1 8ST. Tel: 0632 326002 (24 hour answering service). Closing date 19th October, 1984. (308291) 220026

NORFOLK
GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
LECTURER
Grade I to teach Business Computing, Law or Accountancy on a wide range of Business and Management courses.

Further particulars and an application form will be sent to those candidates who write, enclosing a stamped addressed envelope, to the Principal, College of Further Education, Southdown, Great Yarmouth NR31 0EQ.
Applications should arrive at College by 22nd October, 1984. (305907)

NORFOLK
NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION

LECTURER GRADE I IN PSYCHOLOGY

Honours graduate required for January 1985 to teach GCE 'A' level in Psychology.

LECTURER GRADE I IN BIOLOGY

Honours graduate required for January 1985 to teach GCE 'A' level in Biological subjects.

Salary Scale: Lecturer Grade I £5,910 - £10,512 p.a.

Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2LJ, to whom completed forms are to be returned within 14 days of the date of the advertisement. (30911) 220026

NORFOLK
GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
LECTURER
Grade I to teach Business Computing, Law or Accountancy on a wide range of Business and Management courses.

APPLICATIONS ARE INVITED for the following posts:

SENIOR LECTURER IN BUILDING 162/CT

To teach BTEC Certificate and Higher Certificate in Building Studies. Candidates should preferably have experience in an Architectural practice and a knowledge of computer applications would be desirable.

LECTURER II IN COMPUTING 157/CCAS

To join an established, experienced and dynamic team. Recent commercial or industrial experience will be an advantage.

LECTURER II IN SECRETARIAL STUDIES 160/BSM

To teach Office Skills and Business Studies subjects and act as TVEI Co-ordinator in this field. A degree and relevant and relevant experience is desirable.

LECTURER I IN SECRETARIAL STUDIES 156/BSM

To teach Office Arts Subjects, including Information processing and communication applications in the Office.

LECTURER I IN BUSINESS STUDIES 158/BSM

To teach Accounting, Economics, Law and related subjects preferably including computer applications.

LECTURER GRADE I COMMUNICATIONS 159/BSM

To concentrate on aspects of communication.

SALARY SCALES: Lecturer I £5,910 to £10,512 pa in 15 increments Lecturer II £7,848 to £12,099 pa in 10 increments Senior Lecturers £11,178 to £13,128 pa in 3 increments. Additions to the bar £14,061 pa in 2 increments.

Sandwell Council is an equal opportunity employer. Canvassing of members of the Authority will disqualify.

Application forms and further particulars may be obtained from the Principal (quoting Post No.) to whom completed forms should be returned by no later than Wednesday, 17th October.

The Principal, Warley College of Technology, Crockets Lane, Smethwick, Warley, West Midlands B66 3BU. Tel: 021-558 4121, Ext. 398. (06160) 220026

NORTH WESTERN REGIONAL

ADVISORY COUNCIL FOR FURTHER EDUCATION, INCORPORATING THE UNION OF LANCASHIRE AND CHESHIRE INSTITUTES

Applications are invited for the following post:

ASSISTANT to the HEAD OF THE REGIONAL CURRICULUM and STAFF DEVELOPMENT UNIT.

Applicants should have a university degree or an equivalent qualification and must have good teaching experience in further education, and/or higher education.

The Unit has been formed by the amalgamation of the Regional Curriculum Unit, which has been operating on a pilot basis since December 1982, with the Inservice Training Section of the Regional Advisory Council.

The salary will be £10,485 rising by four annual increments to £11,535 on a specially designated scale associated with the Soulbury Burnham settlement. Exceptional educational experience of a high order may be expected.

Vocational courses will be offered in Motor Vehicle Repair, Body Repair, Mechanics and Motor Engineering. Other vocational courses are planned. The applicant's experience and qualifications should be such that they enable him/her to offer English/Literacy or Mathematics or Numeracy or to meet some of the requirements of members of the Unit in other curriculum areas. Industrial experience and an advanced qualification in teaching/training and experience with adults.

LECTURER AND CREATIONAL STUDIES

A vacancy exists for the above post to commence as soon as possible. The successful candidate will be expected to teach Creative Studies courses in Leisure, Recreational and Vocational programmes and to offer a qualification in one or more of the following areas of work with adults: Community Education, Community Development, Community Arts, Adult Education, Industrial Studies.

Salary Scale £7,548 - £13,128 plus £358 area weighting.

Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Ipswich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2LJ to whom completed forms are to be returned within 14 days of the date of the advertisement.

NORTHAMPTONSHIRE
NORTHAMPTON COLLEGE OF FURTHER EDUCATION

LECTURER I in DRAMA and PERFORMING ARTS to teach specialist courses to students preparing for entry to the profession.

Application forms and further details are available from the Vice-Principal at Northampton College, Booth Lane, Northampton NN3 3RF. Tel: (0604) 403339.

Closing date: Friday 26th October. (302026) 220026

SHEFFIELD
GRANVILLE COLLEGE
Sheffield
Required in the Department of Art and Design:
SENIOR LECTURER - THREE DIMENSIONAL DESIGN
LECTURER GRADE II - CERAMICS
LECTURER GRADE I - THREE DIMENSIONAL DESIGN
LECTURER GRADE I - VISUAL COMMUNICATIONS.
Salary scales within the range:
Senior Lecturer - £11,175 - £13,128
Lecturer Grade II - £7,548 - £12,099
Lecturer Grade I - £5,910 - £10,512
Application forms and further particulars from the Chief Administrative Officer, Granville College, Granville Road, Sheffield S2 2RL. Tel: 0742 760271. Ext. 254. Closing date 15th October, 1984.
It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (302072) 220026

SHROPSHIRE
TELFORD COLLEGE OF ARTS AND TECHNOLOGY

Required for January 1st 1985 LECTURER II in Trades Union Studies. Applicants should preferably be graduates with industrial and teaching experience.

Salary £7,548 - £12,099.

Details and application forms from the Principal, Telford College of Art and Technology, Haybridge Road, Whitchurch, Telford, Shropshire TF1 1NF upon receipt of S.A.E. (06159) 220026

SOMERSET
YEOVIL COLLEGE
Yeovil

(Tertiary College)

For January 1985:-

I. STUDENT COUNSELLOR - Lecturer Grade II. This vacancy arises as a result of promotion of the present postholder. The Counsellor acts as a member of the Student Services Team, who together cover the broad areas of student counselling, study skills, career guidance and related topics. The post carries a limited teaching commitment.

II. CO-ORDINATOR FOR COMPUTING - Lecturer Grade II. This is a new post, created in response to the College's rapidly expanding involvement with Information Technology across the curriculum. The person appointed will be expected to play a major role in co-ordinating and developing existing resources and curriculum, and in advising on the formulation of policy with respect to future developments within this field. The post will carry a teaching commitment of ten hours per week.

Application forms and further details (SAE) from the Director of Resources, Yeovil College, Yeovil BA21 4DR. Tel: (0935) 23921. (30218) 220026

OLDHAM
OLDHAM COLLEGE OF TECHNOLOGY
Rochdale Road, Oldham OL9 6AA

Tel: 061-624 5214

Required from 1st January 1985 (or earlier).

LECTURER GRADE I COMPUTING

Application forms and further particulars from Central Support Unit enclosing s.a.e.

Application forms to be returned by 19th October. (302400) 220026

SHEFFIELD
SHIRECLIFFE COLLEGE
Sheffield
PRINCIPAL LECTURER (Foundation Programme Co-ordinator)
£13,578 - £15,744
Will be required to take charge of a programme of pre-vocational education associated with the CPVE. This is a college-wide appointment that will cover both the development of new CPVE based courses and the integration of existing programmes of pre-vocational education.
Application forms and further particulars from the Chief Administrative Officer, Shirecliffe College, Shirecliffe Road, Sheffield S8 8SR. Tel: (0742) 78301. Closing date 19th October.
It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (305698) 220026

STAFFORDSHIRE
EDUCATION COMMITTEE

STOKE ON TRENT CAMILLON COLLEGE OF FURTHER EDUCATION

PRINCIPAL LECTURER IN SURVEYING

£13,095 - £14,580 - £16,467 (subject to review)

Application forms and further particulars are available from the Vice-Principal, Stoke on Trent Camillon College of Further Education, Stoke Road, Shelton, Stoke on Trent ST4 2DG. Closing day is 14 days from the appearance of this advertisement.

TAMWORTH COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES

PRINCIPAL LECTURER/

DEPUTY HEAD OF DEPARTMENT

£13,095 - £14,580 - £16,467

Applications are invited from persons with relevant experience in further education and commercial industry for this temporary post. This appointment will be effective from 1st January 1985.

Application forms and further details may be obtained from the Principal, Secretary, Tamworth College of Further Education, Croft Street, Tamworth B79 8AE to whom they should be returned by Wednesday 17th October 1984.

NEWCASTLE COLLEGE OF FURTHER EDUCATION AND SCHOOL OF ART

LECTURER GRADE I IN GRAPHIC DESIGN

Required for January 1985.

£5,910 - £10,512.

Application forms are available from the Principal, Newcastle College of Further Education and School of Art, Liverpool Road, Newcastle ST5 2QT.

STAFFORD COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN GENERAL STUDIES.
SOCIAL AND LIFE SKILLS AND COMMUNICATION

£5,910 - £10,512

Application forms and further details may be obtained from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 3QR. Closing date 19th October, 1984.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (306584) 220026

TAMESIDE
METROPOLITAN BOROUGH

SOCIALISM AT WORK

TAMESIDE COLLEGE OF TECHNOLOGY

LECTURER II OR LECTURER I COMPUTING

To join a team concerned with BTEC and NCC courses, and the provision of Computing across the College.

Application forms and further particulars can be obtained from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne, Greater Manchester OL6 6NX (Tel: 061-330 6911) and should be returned no later than 10 days after the appearance of this advertisement.

TAMESIDE, AN EQUAL OPPORTUNITIES EMPLOYER. (30176) 220026

STOCKPORT
METROPOLITAN BOROUGH OF STOCKPORT

STOCKPORT COLLEGE OF TECHNOLOGY

Applications are invited for the following post, duties to commence 1st January 1985.

Department of Building and Civil Engineering

SENIOR LECTURER IN BRICKWORK

to take charge of Brickwork Section and responsibility for development of integrated project work.

Department of Management and Business Studies

LECTURER GRADE I IN DATA PROCESSING

Quantitative techniques and computer studies.

Department of Science

LECTURER GRADE I - MATHEMATICS AND PHYSICS

to GCE 'A'/BTEC level and preferably some Computing.

Salary Scales LECTURER I £5,910 - £10,512
SENIOR LECTURER £11,178 - £13,128/£14,061.

Closing date for applications 19th October 1984.

Application form and further details may be obtained from the Principal, Stockport College of Further Education, Wellington Road South, Stockport SK1 3UX on receipt of a stamped addressed envelope. (306814) 220026

SUNDERLAND
BOROUGH OF SUNDERLAND
MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF LIBERAL STUDIES
LECTURER GRADE I IN GENERAL/COMMUNICATIONS STUDIES
Applications are invited from suitably qualified persons to teach General/Communication Studies to students on a variety of courses throughout the college.
Applicants should possess a teaching qualification or degree. Teaching experience with young people in the 16 - 19 age group would be an advantage.
Salary: £5,649 - £9,735.
Duties to commence 1st January, 1985.
Application forms and further details available upon receipt of a stamped, addressed envelope from the Principal, Monkwearmouth College of Further Education, Swan Street, Sunderland SR5 1EB.
Closing date: 19th October, 1984. (30819) 220026

WALSALL
METROPOLITAN BOROUGH COUNCIL
WALSALL COLLEGE OF TECHNOLOGY
St Paul's Street, Walsall WS1 1XN
Child Study and Community Service Department
LECTURER I
To teach Health related topics on a range of courses, including YTS, Adult courses and teaching qualifications and have experience of teaching young adults. This post would be suitable for a State Registered Nurse who holds a Health Visitor's Certificate or Diploma in Health Education.
LECTURER I
To teach Life and Social Skills, including Literacy and Numeracy to young unemployed school leavers. Must possess a relevant qualification. We seek trained in primary teaching skills and understand the problems of disadvantaged adolescents. Additional qualifications in Special Education would be an advantage.
For application form send S.A.E. marked Apply Education to the Principal's Office. Closing date: 18.10.84. ONC (Tel: 047-336 6911) and should be returned no later than 10 days after the appearance of this advertisement.

TAMESIDE, AN EQUAL OPPORTUNITIES EMPLOYER. (30176) 220026

WILTSHIRE
CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham, Wilts. SN15 3QD

SENIOR LECTURER - DEPARTMENT OF ADULT & COMMUNITY STUDIES

Senior Lecturer required for 1st January 1985 in this Grade IV Department. The successful applicant will be required to teach in at least one of the subject areas of the Department which include Health & Caring Services, Art & Crafts, Fashion and Textiles, Dressmaking, Cookery and Adult Education.

Application forms and further details (SAE please) from the Clerk to the Governors at the College. Tel (0249) 650501 Ext. 47. (306841) 220026

Colleges and Departments of Art

Other Appointments

BIRMINGHAM
CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

BOURNVILLE COLLEGE

Ruskin Hall, Linden Road, Birmingham B30 1JX

LECTURER I IN PAINTING AND DRAWING

Salary - £5,910 - £10,512

To teach on the Foundation Pre-degree, HNC/D General Art and Design and the 'A' level courses.

Further particulars and application forms from the Administrative Officer at the above address. Tel: 021-472 0933. (30294) 240026

University Appointments

WARWICKSHIRE
UNIVERSITY OF WARWICK

PROFESSOR/DIRECTOR OF CONTINUING AND ADULT EDUCATION

Applications are invited for the filling of the personal post of Professor of Continuing and Adult Education within the Faculty of Educational Studies, and Director of the Open Studies Programme. The post arises from the recent granting of responsible body status to the University for adult education in the area comprising Coventry, Solihull and Warwickshire. In addition to directing the Open Studies programme the Professor will be expected to

take a broad interest in continuing and adult education throughout the University and to develop initiatives for providing educational services to the community. Salary will be on the scale for Professorial range, current minimum £19,745 p.a.

Further particulars may be obtained from the Registrar, University of Warwick, Coventry CV4 7AL, quoting Reference No. 97/A/84/TS. Closing date 2nd November 1984. (302851) 280000

UNIVERSITY OF GLASGOW
Language Centre

RESEARCH TECHNOLOGIST
(Ref. No. 5341T)
PROGRAMMER/ANALYST
(Ref. No. 542T)

Two key positions in Britains's first computer-automated centre for language teaching and related Audio Visual production. This newly created Department offers a unique opportunity for the creative development of applications software and specialised hardware in a University environment. It requires staff of vision and enterprise with a keen pratical interest in projects linking the computer and A/V technologies.

Candidates for both posts will have at least a good honours degree or the equivalent in relevant disciplines; a broad interest in modern languages will be an asset.

Appointments will be within the range £7,190 - £14,125 (under review) on Grade 1A/11 of the scales for Other Related Staff, with placement according to qualifications and experience.

Further particulars may be obtained from the Academic Personnel Office, University of Glasgow, Glasgow, G12 8QQ, where applications (10 copies), giving the names and addresses of not more than three referees, should be lodged on or before 31st October, 1984.

Informal enquiries may be made to the Director The Language Centre, 041-339-8855, Ext. 255.

In reply please quote appropriate Ref. No.

(6824)

UNIVERSITY OF OXFORD

Ruskin Mastership of Drawing

The electors intend to proceed to an election with effect from 1 October 1985, to the post of Ruskin Master of Drawing which is vacant following the resignation of Mr. P. B. Morsberger. The Ruskin Master is required to lecture and give instruction in drawing and other aspects of fine Art and, subject to the supervision of the Committee for the Ruskin School of Drawing and Fine Art, to be responsible for the Ruskin School and for the teaching and other arrangements for the degree of Bachelor of Fine Art. The stipend of the Ruskin Master is on a scale which is at present £13,515-£16,925 a year (subject to review).

Applications (ten copies, or one if from abroad) naming three referees but without testimonials, should be received not later than 16 November 1984 by the Registrar, University Offices, Wellington Square, Oxford, OX1 2JD, from whom further particulars may be obtained.

Fellowships, Studentships and Research Awards

EVALUATION OF RECORDS OF ACHIEVEMENT PILOT SCHEMES

The Department of Education and Science intends to provide financial support over three years from April 1985 for between 5 and 10 pilot schemes for records of achievement in secondary schools. The Welsh Office expects similarly to provide support for pilot work in Wales. A small and suitably qualified research team will be needed to monitor and evaluate progress in the schemes on behalf of the steering committee which is to oversee the pilot programme.

Research organisations wishing to be considered for this work are invited to obtain fuller details from Mr. S.W. Cosser, Room 4/82, Elizabeth House, York Road, London SE1 7PH. (30485)
300000

Colleges of Higher Education

Other Appointments

AVON COUNTY

BATH COLLEGE OF HIGHER EDUCATION
(Incorporating BATH ACADEMY OF ART)

Applications are invited for appointment of a **SENIOR LECTURER in COMPUTER EDUCATION** from 1st January 1985.

Further details may be obtained from the Director, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon BA2 9BN (Tel: Saltford 3701) to whom applications (no forms) should be returned by 15th October 1984. Candidates who applied last May and wish to be now considered, need only submit a request for considerations. Their applications are on file. (38126)
340026

BEDFORDSHIRE

LUTON COLLEGE OF HIGHER EDUCATION
Park Square, Luton, Beds.
Department of Liberal & General Studies
Requires for 1st January 1985 **LECTURER GRADE II** in EFL and Communications.

A suitably qualified person is required to teach communications across the College. In addition to servicing the varied levels in other Departments, the applicant would teach in the new amount of EFL work within the Department itself.

Experience in teaching RSA EFL Diploma is essential.

Details and Application Form from Assistant Director, LCHE, Putteridge Bury, Hitchin Road, Luton LU2 8LE (Tel: (0582) 34761 Ext. 740.
(Beds. C C is an equal opportunities employer) (43153)
340026

Adult Education

LONDON

Inner London Education Authority
CITY LITERARY INSTITUTE
Required: **LECTURER GRADE** I. Tutor on 'Fresh Horizons' Courses for this section of the Humanities & Science Dept. of a large centre of adult education tutor for January 1985: to teach on Fresh Horizons courses, assist with educational counselling and act as course tutor for the part-time day courses. Good academic qualifications and relevant experience of teaching and organising in Fresh start courses desirable. Teaching in mathematics and/or communication/study skills essential. Salary scale in accordance with the Burnham (F.E) Report: Lecturer Grade I £7,919 - £10,510 plus £987 London allowance. Application forms and job descriptions from Clerk to Governors, The City Lit, Stukeley Street, Drury Lane, WC2B 5LJ. Closing date: 19th October 1984. (Tel: 01-242 9872).

All posts which are Lecturer Grade I to Principal Lecturer are considered suitable for job-share. Applications for job-share appointments will only be considered if submitted on a paired basis. A register of potential job-shares is maintained by EO/CEC.5, Room 936A, The County Hall, SE1 7PB.

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER.
(30183)
380000

ESSEX

COUNTY COUNCIL
SOUTHEND COLLEGE OF TECHNOLOGY
SENIOR LECTURER
EDUCATION OF ADULTS
(See under 'Colleges of Further Education' Section).
(30156)
380000

LONDON

Inner London Education Authority
THAMESIDE ADULT EDUCATION INSTITUTE
Bursaga Street, SE18 1EJ
Principal: Mr R.F. Mitchell
Required as soon as possible, Lecturer Grade I for Art Department. Applicants should have experience in teaching adults and have a special interest in painting.

Burnham (FE) Lecturer Grade I salary scale £5,916 - £10,515 plus £987 London Allowance.

Details and application form returnable by 26th October 1984 available from Senior Administrative Officer at the Institute.

Please enclose a stamped addressed envelope.

All posts which are Grade Lecturer I to Principal Lecturer are considered suitable for job-share. Applications for job shares appointments will only be considered on a paired basis. A register of potential job-sharers is maintained in EO/CEC.5, Room 936A, The County Hall, SE1 7PB.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (30405)
380000

CUMBRIA

COUNTY COUNCIL
TRINITY SCHOOL
Carlisle, CA1 1JD
TRINITY FURTHER EDUCATION CENTRE
Required for January 1985 a full time Tutor to take responsibility for the organisation of an extensive range of adult education and community links in this large comprehensive school, situated close to the City Centre. Current enrolment approx. 3,000 students. Ideally experience of adult education, enthusiasm and the capacity for hard work are essential.

Workshops are available.

Salary Scale: Grade 1 £10,008 - £13,443. A small teaching commitment in the main school is included - subject negotiable.

Further details & application form from the Headmaster at the School.

Applications should be submitted as soon as possible but not later than 17th October 1984 (see please). (30245)
380000

WALSALL

METROPOLITAN BOROUGH COUNCIL
ADULT LITERACY/NUMERACY ORGANISER
£9,171 - £10,098 per annum
Walsall Adult Literacy/Numeracy Scheme caters for about 300 students, borough wide.

The Organiser, based at the Butts Centre, having 3 teaching rooms/3 offices, with 3 full time and 3 part time staff, organises, manages and develops the service and implements training schemes for volunteer Tutors. Regular evening work until occasional weekends are involved.

Applicants should have experience in Adult/Community Education and preferably a teaching/community education qualification.

For application form (ref. Walsall 21244, Ext. 3218. Closing date 24.10.84 WILLENHALL OFFICE) AN EQUAL OPPORTUNITY EMPLOYER. (30743)
380000

Youth and Community Service

EAST SUSSEX

YOUTH LEADER/ADVENTURE PLAYGROUND WORKER (JNC Scale 3)
£6,048 - £7,110 p.a.
Required from January 1985 or as soon as possible thereafter for the Adventure Playground at Moulsecoomb, Brighton, based at St Cuthman's Avenue.

Relocation grants may be available in approved cases.

Application further details and job description from the Chief Education Officer, Staffing Room 148 (INT33), Shire Hall, Gloucester. Closing date 19.10.84.

GLOUCESTERSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER. (30185)
440000

HILLINGDON

LONDON BOROUGH OF HILLINGDON
TEMPORARY YOUTH WORKERS

Required to cover until March 1985 at the Youth Sports Centre, Judge Heath Lane, Hayes whilst the postholder is on maternity leave.

Applicants should preferably be qualified, salary is dependent upon qualifications and experience, qualified up to £6,291 p.a. (inclusive).

For an informal chat please contact Mr. Brotherton (Principal Youth and Community Service Officer) on Uxbridge 50497. Closing date: 17.10.84. (30820)
440000

BURY

METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
DEPUTY WARDEN
L.N.C. Range 3 - 7, £7,944 - £8,877
Required at the Geoffrey Kershaw Youth and Community Centre. Applications are invited from suitably experienced and qualified people for this full-time post in one of the most challenging Youth and Community Centres in the Borough. The successful applicant will assist the Warden in the development, management and organisation of the Centre, offering support to part-time workers and stimulating new initiatives in the community.

Applicants should have relevant training or experience in management skills and an enthusiasm for informal work with both adults and young people. The post carries an authorised car user allowance.

Forms of application obtainable from and returnable to the Chief Executive and Town Clerk's Department, Town Hall, Bury BL9 0SW (Tel: 061-764 4000, Ext. 299) by 19th October, 1984. (30816)
440000

CHESHIRE

EDUCATION COMMITTEE

COMMUNITY ASSESSMENT TEAM SUPPORT TEACHER

Burnham Scale 3 £7,734 - £11,031

Cheshire Social Services Department, in collaboration with Cheshire Education Department is appointing six community based assessment teams (a) to identify children and families at risk with a comprehensive, multi-disciplinary assessment resource analysis of children, where possible, to remain in their own homes, or failing that, within their local communities. Each team will be led by an Assessment Co-ordinator and will include a social worker, a support teacher and an education psychologist.

Applications are available from the District Education Officer, Grosvenor House, Shopping City, Runcorn, Cheshire.

Additionally prospective candidates requiring further information or advice may contact Mr. A. Webb, Community Assessment Co-ordinator, Social Services Department, at the above address. Tel: 77 5392 Ext. 383. Closing date 19th October 1984. (38939)
440000

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
BROADWAY DIVISION
WALDERSLADE SECONDARY SCHOOL FOR GIRLS/ WALDERSLADE YOUTH WING
APPOINTMENT OF TEACHER/LEADER
Required for January 1985 an enthusiastic and mature teacher for appointment as Teacher/Leader. Walderslade is located in the Medway Towns in North Kent and is not far from the County Town of Maidstone, the countryside and the coast. The Teacher/Leader has a half-time teaching timetable and responsibility for the Youth Wing on the school site and should have a commitment to social education on a non-sexist approach to youth work.

Applicants should state their teaching subjects. Scale 3 post available to a suitably qualified and experienced applicant.

A Staff Development Policy accredited by INSTEP operates throughout the Youth Service in Kent.

Further details and application forms from Divisional Education Officer, (Ref DYC-EO), Fort Pitt House, New Road, Rochester, Kent. For an informal talk about the appointment telephone Peter Buss, Divisional Youth and Community Service Officer (Medway (0634) 47755).

Closing date two weeks from the appearance of this advertisement. (43148)
440000

KIRKLEES

METROPOLITAN COUNCIL
DIRECTOR OF EDUCATIONAL (YOUTH) SERVICES
YOUTH ACTION FIELD WORKER
Salary Scale: JNC 1 £5,535 - £7,026
Applicants must be qualified in terms of the JNC Report for Youth Workers and Community Centre Wardens and will be required to expand and co-ordinate the scheme of Youth Action in North Kirklees. The position is funded through an Urban Aid Programme which expires in March 1987.

Application forms (to be returned within 10 days of this advertisement) & further details from Kirklees Educational (Youth) Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW.

The Council Operates a Trade Union Membership Agreement. Equal Opportunity Employer. (30908)
440000

LONDON E16

Experienced & Qualified 3rd YOUTH WORKER required as soon as possible at a large East End Christian Family Centre. Join an interdisciplinary professional staff with 40 part-time/voluntary youth workers.

We need someone to develop our girls work and bring skills and gifts into our developing club, group and community work. The hours are tough and the work demanding.

Salary - Y. & C. JNC Scale 3 points 1 to 5. £7,665 to £8,415 - plus London Weighting.

For further details send s.a.e. to: Pip Wilson, Senior Youth & Community Worker, Mayflower Family Centre, Vincent Street, London E16 1LZ. (304477)
440000

BURY

METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
DEPUTY WARDEN
L.N.C. Range 3 - 7, £7,944 - £8,877
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Applicants should have relevant training or experience in management skills and an enthusiasm for informal work with both adults and young people. The post carries an authorised car user allowance.

Forms of application obtainable from and returnable to the Chief Executive and Town Clerk's Department, Town Hall, Bury BL9 0SW (Tel: 061-764 4000, Ext. 299) by 19th October, 1984. (30816)
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COMMUNITY ASSESSMENT TEAM SUPPORT TEACHER

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440000

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
BROADWAY DIVISION
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APPOINTMENT OF TEACHER/LEADER
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Applicants should state their teaching subjects. Scale 3 post available to a suitably qualified and experienced applicant.

A Staff Development Policy accredited by INSTEP operates throughout the Youth Service in Kent.

Further details and application forms from Divisional Education Officer, (Ref DYC-EO), Fort Pitt House, New Road, Rochester, Kent. For an informal talk about the appointment telephone Peter Buss, Divisional Youth and Community Service Officer (Medway (0634) 47755).

Closing date two weeks from the appearance of this advertisement. (43148)
440000

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DIRECTOR OF EDUCATIONAL (YOUTH) SERVICES
YOUTH ACTION FIELD WORKER
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The Council Operates a Trade Union Membership Agreement. Equal Opportunity Employer. (30908)
440000

LONDON E16

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We need someone to develop our girls work and bring skills and gifts into our developing club, group and community work. The hours are tough and the work demanding.

Salary - Y. & C. JNC Scale 3 points 1 to 5. £7,665 to £8,415 - plus London Weighting.

For further details send s.a.e. to: Pip Wilson, Senior Youth & Community Worker, Mayflower Family Centre, Vincent Street, London E16 1LZ. (304477)
440000

LONDON

Inner London Education Authority
BRIXTON GREEN YOUTH CENTRE
LECTURER GRADE II
Applications are invited from suitably qualified and experienced candidates for the post of Head of Centre based at the above school.

The successful applicant will be a highly motivated teachers with a wide experience of youth work provision, especially in inner city areas.

The successful applicant will need to demonstrate initiative and a commitment to the promotion of a full range of socially educative classes/programmes for young people.

The Centre is situated in a socially deprived area of S.E. London and at present provides for a wide variety of skills for young people of different ethnic backgrounds.

Salary scale in accordance with the Burnham (F.E.) Report, Lecturer Grade II: £7,548 - £12,099 plus £987 London allowance.

Assistance may be given towards household removal expenses.

Details and forms returnable by 19 October 1984 from Doris Richards, Deputy Senior Youth Officer, Lewisham Area Youth Office, Capital House, 47 Rushey Green, Catford SE6 4RG (stamped addressed foolscap envelope).

Please apply urgently with CV to Carol Mayes, Gubbins-Thiring Services Ltd., 6-7 & 9 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (30833)
460000

NORTHUMBERLAND

EDUCATION DEPT.
WAYCHOPE OUTDOOR ACTIVITY CENTRE
Mr. Jedburgh
This established centre is to be used to provide 4 week courses of outdoor activities and personal and social development for groups of up to 30 youngsters aged 16 plus taking part in the Youth Training Scheme. An suitably qualified and experienced person required from April 1985 as Warden - Burnham Scale 3.

Application forms returnable 19.10.84. & further details from Director of Education, County Hall, Morpeth NE61 2EF. (30652)
440000

OXFORDSHIRE

COUNTY COUNCIL
COMMUNITY EDUCATION YOUTH WORKER
An imaginative qualified Youth Worker (JNC 3 pts. 4 & 5 £8,178 - £9,183, award pending) is required for Thame and the surrounding villages. A commitment to social education as indicated in Thompson report is expected. Work on joint projects with Lord Williams's secondary school will be part of the brief.

Application forms and further details available from the Chief Education Officer, (ref. FS/JF), County Hall, Macclesfield House, New Road, Oxford OX1 1NA to whom completed application forms should be returned within two weeks of the appearance of this advertisement. SAE essential. (30478)
440000

SOLIHULL

EDUCATION COMMITTEE
YOUTH AND COMMUNITY WORKER
CHELMSLEY WOOD YOUTH AND COMMUNITY CENTRE
J.N.C. Conditions and Salary Scale (Points 1 - 5)
Applications are invited from qualified and experienced youth community workers and teachers for the above post. The club has a large nightly attendance and daytime use for the unemployed is also a feature using the centre workshop. The worker will be seconded to work with a team of Clergy at the St Andrews Church Centre, of which Chelmsley Wood Youth and Community Centre is an integral part. Personal and professional support will be given by this association, together with support from the Area Youth Officer, and other full time youth and community service staff.

Further details and application forms may be obtained from the Director of Education, PO Box 90, Council House, Solihull, West Midlands B91 3QU.

Closing date 19th October 1984. (30741)
440000

WALSALL

METROPOLITAN BOROUGH COUNCIL
ASSISTANT DIRECTOR OF SCHOOL AND COMMUNITY ACTIVITIES
Burnham Scale 5 or equivalent
Required by January, 1985, or as soon as possible thereafter. An imaginative, resourceful and well organised person, not necessarily a qualified teacher, require to plan and implement an extensive entertainments programme in this Community School, using the excellent facilities available. Ideal opportunity for someone with flair and enthusiasm to develop a fresh and lively community initiative. Applicants from a wide range of backgrounds welcomed.

Apply to Head Teacher at Forest Comprehensive School, Hawbush Road, Leamore, Walsall WS2 7AG.

Closing date: 16.10.84.

Walsall is an Equal Opportunity Employer. (30886)
440000

LONDON

Inner London Education Authority
BRIXTON GREEN YOUTH CENTRE
LECTURER GRADE II
Applications are invited from suitably experienced and qualified candidates for the post of Head of Centre based at the above school.

The successful applicant will need to demonstrate initiative and a commitment to the promotion of a full range of socially educative classes/programmes for young people.

The Centre is situated in a socially deprived area of S.E. London and at present provides for a wide variety of skills for young people of different ethnic backgrounds.

Salary scale in accordance with the Burnham (F.E.) Report, Lecturer Grade II: £7,548 - £12,099 plus £987 London allowance.

Assistance may be given towards household removal expenses.

Details and forms returnable by 19 October 1984 from Doris Richards, Deputy Senior Youth Officer, Lewisham Area Youth Office, Capital House, 47 Rushey Green, Catford SE6 4RG (stamped addressed foolscap envelope).

Please apply urgently with CV to Carol Mayes, Gubbins-Thiring Services Ltd., 6-7 & 9 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (30833)
460000

Overseas Appointments

AMERICA

OVERSEAS APPOINTMENTS UNOFFICIAL EXCHANGE OPPORTUNITY for London/Surrey full-time secondary & tech. inc. humanities/art teachers. Excellent UK/school alliances. Interested? Phone Mandy 486-5811 Ext. 385 day, 546-9275 eve. (30655)
460000

ARGENTINA

NORTHLANDS SCHOOL
Buenos Aires

Headmistress Miss J. Taylor

This leading independent girls' day school requires a teacher of English to G.C.E. 'A' level for March 1985.

Candidates, preferably single females should be graduates with a minimum of two years' teaching experience.

Generous local salary with overseas bonus. Free accommodation. Two year contract renewable. Return air fares paid.

Further details at interviews in London mid October.

Please apply urgently with CV to Carol Mayes, Gubbins-Thiring Services Ltd., 6-7 & 9 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (30833)
460000

ENGLISH LANGUAGE TEACHERS

Our clients in South East Asia and in Kuwait are seeking qualified English teachers. Contracts primarily with experience in teaching adult students.

Previous overseas experience an advantage but not essential as vacancies exist for both recent graduates and for those with newly graduated.

To apply please send your detailed CV, quoting ref. 13580 Box No. 0578, Priory House, St. John's Lane, EC1M 4HX. (30680)
460000

FRANCE

SECONDARY MODERN SCHOOL IN REIMS
100 miles N.E. Paris
Would like to exchange classes during the school year. With effect from 1985.

Please contact: Mrs Paloc, Collège de Hogent 35 Rue R.Guyot, 51100 Reims, France. (30651)
460000

CHRISTIAN TEACHERS

required for schools in Africa and Papua New Guinea primarily maths, science, English. Voluntary terms, challenging work. Apply to John Laing Volunteer Missionary Movement, Silsoe, Bedford, Lond. Lane, Silsoe, Beds. MK45 4HS. Tel: (0525) 61141 (24 hrs).
460000

Posts Overseas

Indonesia

2 Teachers of English as a Foreign Language, British Council English Language Centre, Jakarta

- **Duties:** These are two newly created posts which will involve classroom teaching, mainly English for academic purposes to fellowship candidates on pre-departure courses but including English for special groups, ie ESP or general English. Duties may include materials production, audio-visual and test development under the supervision of the Assistant Director of Studies.
- **Qualifications:** Single candidates or married teaching couples without children will be considered. They should be graduates with a postgraduate qualification in TEFL and a minimum of 2 years TEFL experience.
- **Salary:** £6,588–£8,046 per annum.
- **Benefits:** Free furnished accommodation, two single teachers to share. Airfares and baggage allowance, overseas medical scheme.
- **Contract:** Two-year contracts with the British Council in London commencing at the end of December 1984.
- **Reference:** 84 D 85-86 T.

The following post is funded under Britain's aid programme to developing countries.

South Africa

ELT Adviser to the Molteno Project Rhodes University

- The Molteno Project is a research project in curriculum development directed at teaching reading and writing skills in primary schools in both the mother tongue and in English.
- **Duties:** To assist Molteno research staff in the development of ELT materials for teachers of primary school pupils in years 3-4, to take the second year English course and develop it through stages of expansion and reading supplementation to its final form and to continue the development of ELT materials with the third year.
- **Qualifications:** All candidates must be UK citizens, preferably aged 30-45, with a British education background. They should have an honours degree plus a one-year postgraduate qualification in TEFL preferably an MA in Applied Linguistics, and 5 years' experience of writing materials for English teaching in primary schools, preferably in Africa.
- **Salary:** £11,061–£15,311 per annum.
- **Benefits:** Salary free of UK income tax; free family passages; children's education allowance and holiday visits; free medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.
- **Contract:** will be for 2 years with the British Council.
- **Closing date for applications:** 19 October 1984.
- **Reference:** 84 K 84 T.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.
(9885)

The British Council

CENTRAL SCHOOL OF SPEECH AND DRAMA

The School seeks to make the following appointment from January 1985 or as soon as possible thereafter.

LECTURER II IN VOICE

To teach voice on a range of courses across the School but with particular reference to the B.Ed. Hons. The successful candidate will have substantial qualifications and/or experience in the teaching of voice theory, practical voice and oral skills. Recent experience in schools would be an advantage as would the ability to teach phonetics.

Application forms and further information from the Principal's Secretary, Central School of Speech and Drama, Eton Avenue, London NW3 3HY.

Application forms to be returned by 19th October, 1984.
(6828)

COUNTY OF AVON

BATH COLLEGE OF HIGHER EDUCATION
(Incorporating BATH ACADEMY OF ART)

Following the merger of the above two colleges the Governors have now re-structured the college into three Faculties and applications are invited for the new post of:

HEAD of the FACULTY of HOME ECONOMICS, SCIENCE and HUMANITIES (Burnham Grade VI)

Further details may be obtained from the Director, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon BA2 9BN, to whom applications (no forms) should be returned by 15th October 1984.
(6681)

ST. MARY'S COLLEGE
Strawberry Hill, Twickenham

St. Mary's College is a Roman Catholic College of Higher Education and offers undergraduate courses leading to two-subject BA/BEd/BSc Honours degrees of the University of Surrey, as well as to a variety of postgraduate courses. Currently, courses leading to University of London qualifications are being phased out. The College has about 1200 students of whom approximately half are registered for BA/BSc degrees and half for the BEd degree.

Whilst applicants must meet the specific requirements outlined below, recent school teaching experience would be advantageous.

LECTURER IN FRENCH required for January 1985 to teach French language to undergraduate level, methodology of language teaching, and 17th/18th century literature.

Salary Scale: Burnham FE/HE LII/SL plus London Allowance.
Closing date for receipt of applications: Monday 15 October 1984.
Further details from: The Principal, St Mary's College, Waldegrave Road, Strawberry Hill, Twickenham, Middlesex TW1 4SX.
(6761)

College of St. Mark & St. John

A.S.A./MARJON SCHOOL OF SWIMMING

This new Swimming Centre will be open from 1st January 1985. From this date a Lecturer (1) is required to teach College Courses in swimming, to run A.S.A. Sponsored Courses and to act as Swimming Coach to the Port of Plymouth Swimming Club.

Applicants should be qualified P.E. teachers with qualifications and experience in swimming coaching.

For application form contact the Deputy Principal's Office, College of St Mark and St John, Derriford Road, Plymouth, PL6 8BH, Tel: 0752 777188 Ext. 220.
(6842)

SOUTH GLAMORGAN COUNTY COUNCIL
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF)
Department of Education

SENIOR LECTURER: DIRECTOR OF LANGUAGE AND READING CENTRE
POST NO. LR6 (RE-ADVERTISEMENT)
Applications are invited from highly qualified graduates, preferably with a higher degree, and well versed in recent research and current issues in Language and Reading. Applicants for this challenging post should have successful teaching experience, preferably in primary schools. The vacancy arises following the appointment of the present Director to Her Majesty's Inspectorate. Responsibilities will include a teaching commitment in B.Ed., P.G.C.E., and In-Service Diploma Courses, all validated by the University of Wales, and direction of the administration and organisation of the thriving and well-resourced Centre. Duties to commence as soon as possible. Salary Scale: £11,175-£14,061.

LECTURER 2/SENIOR LECTURER IN ENGLISH AND PROFESSIONAL STUDIES
POST NO. PL/47 (RE-ADVERTISEMENT)
Applications are invited from well-qualified graduates in English or in an English/Language specialism with relevant substantial teaching experience, preferably in the primary sector, to commence duties as soon as possible. The successful candidate will be expected to contribute to courses in initial and in-service training of teachers and, in particular, in the field of children's literature and creativity in language, subject to the Burnham F.E. Salaries Document rules of progression:
Salary Scale: Lecturer 2/Senior Lecturer level (£7,949-£14,061, placing on L2 scale dependent on qualifications and experience).
Further particulars and application forms may be obtained from The Personnel Office, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD. Telephone: Cardiff 757585, ext. 2280. Completed application forms should be returned within fourteen days of the publication of this advertisement.
(6831)

Slough Industrial Language Centre

Lecturer II

Temporary
1 January-31 December 1985

To teach English as a Second Language in Industry and the Community. Experience of English for Special Purposes would be an advantage.

Salary: Lecturer II (under review) £7215-£11,569p.a. plus £268 Local Allowance.

Further details and application forms may be obtained by sending a SAE to the Vice Principal, Slough College, H.E., Wellington Street, Slough, SL1 1YG to whom completed forms should be returned within two weeks from the date of this advertisement.

Slough College

Teacher Fellowships in Spanish

Trinity and All Saints' College is offering a number of one term 'poolable' Teacher Fellowships in the area of Spanish Education. Experienced teachers will be considered for fellowships tenable during the summer terms of academic years 1984/85 and 1985/86.

For further details and application forms please write to the Head of INSET at the College.

Application forms should be returned by 26th October 1984.

Trinity and All Saints College
Brownberrie Lane, Horsforth, Leeds LS18 5HD.
Tel: Leeds (0532) 584341

LII/SL IN GRAPHIC DESIGN

The person appointed will be expected to teach BTEC Higher/National Diploma and Diploma courses. Applicants should have the practical and professional design experience to teach Graphic Design at an advanced level. Tutorial responsibilities form part of the post, therefore teaching experience would be advantageous.

Salary Scale: LII £7,215–£11,568; Senior Lecturer £10,683–£13,443.

Application forms may be obtained from the Deputy Registrar, to whom completed applications should be returned by 15 October 1984.

Bolton Institute of Higher Education
Deane Road, BOLTON BL3 5AB
Tel: Bolton (0204) 28851

WILTSHIRE COUNTY COUNCIL
Education Department

HEAD
Plus One Centre, Swindon

Scale: JNC IV (3–7)

Salary: £9,188–£10,248 per annum.

Plus One Centre has been developed as a specialist Youth and Community Service provision to serve the central area of Swindon. The Centre has been developed on the basis of an open membership and has been successful in catering for the supportive needs of minority groups. This work is being developed with an injection of increased staffing supported by Government funding.

The Head of Centre is responsible for the development and promotion of Youth and Community work at Plus One Centre and for oversight of three other full-time professional staff engaged in the specialist provision for ethnic minorities and supportive needs of minority groups of the indigenous community.

Further details and application forms, are available from: The Chief Education Officer, County Hall, Trowbridge BA14 8JB. Telephone Trowbridge (02214) 3641, Ext. 2454, quoting reference E.83.473, returnable by 19th October, 1984.
(6311)

Education Service
County Youth Service

YOUTH WORKER
Caddington Youth Club

Applications invited from suitably qualified candidates for this post in purpose built premises on the Campus of Five Oaks School. The post carries a responsibility for serving the needs of the rural communities in this part of Bedfordshire.

The Authority provides comprehensive induction, appropriate in-Service Training and continuous support to Staff. Assistance may be given towards removal expenses, legal and estate agents fees, and lodging allowances in approved cases.

Salary JNC 3 points 1–5 (£7,485–£8,415).

Application forms and full details may be obtained from the Chief Education Officer, County Hall, Caudwell Street, Bedford MK42 9AP. Telephone enquiries to: Mrs E. Goodwin on Bedford 63222 extension 359.

Closing date for receipt of applications – 22nd October 1984.

The Council is an equal opportunity employer.
(6816)

Bedfordshire

YOUTH AND COMMUNITY WORKER
£9,522 p.a. – £10,626 p.a.

A qualified and experienced full-time Youth and Community Worker is required for the Goldcrest Youth and Community Centre. This is a large, purpose-built centre, situated in the middle of the New Addington Housing Estate. Ability to work with a large team of local people, both managers and workers, paid and unpaid is essential.

Further particulars and application forms are available from:

The Director of Education,
(Y8A),
Room 9.17, Taberner House,
Park Lane,
Croydon,

Tel: 01-686 4433 extn. 2549, 2264.

Informal inquiries may be made to Bernard Doswell, Youth Service Adviser on 01-686 4433 extn. 2549.
(6845)

CROYDON
An equal opportunity employer

ECONOMIC DEVELOPMENT UNIT

PRINCIPAL OFFICER (Education & Training)

PO2a £12,738 - £13,725 pay award pending

This newly created post is designed to provide liaison between economic development and vocational training. A new Economic Development Unit has been created in the City and the post holder will be on secondment from the Education Department. The appointee will contribute to the formulation of policies in the field of vocational training and will liaise between the EDU and the Education Department Further Education Division. He/she will be in a vital position to gather labour market trends from which the Council can meaningfully respond with training programmes and packages.

Candidates may be graduates or equivalent probably with a background in training and/or further education. Above all this new post requires a person of drive, imagination and flexibility able to respond creatively with training initiatives.

Application forms (returnable by Friday 19th October 1984) and further particulars from:-

The Chief Education Officer, Personnel Branch, Education Offices, Margaret Street, Birmingham B3 3BU.
Telephone: 021-235 2601 or 021-235 2587.
An Equal Opportunities Employer.

BIRMINGHAM CITY COUNCIL

ADMINISTRATION L.E.A. CONTINUED

Professional Assistant/ Assistant Education Officer

£10,539-£11,364 p.a./£11,052-£12,738 p.a.

Applications are invited from graduates with good teaching experience for this fourth-tier appointment. A candidate direct from teaching will be appointed to the Professional Assistant Post and will, after 2 years' successful service, be re-designated Assistant Education Officer. Candidates with good teaching and at least 2 years' administrative experience in an education department will be considered for appointment as Assistant Education Officer.

The above salaries are subject to a National Award from 1st July 1984.

Application forms and further details from the Secretary for Education, Room 207, Education Department, County Hall, Truro, on receipt of a stamped addressed envelope. Closing date 19th October 1984.

Cornwall

DISTRICT HEALTH EDUCATION OFFICER

Scale 18 £10,393-£12,615 (Pay Award Pending)

Applications are invited for this new post of District H... Education Officer, which offers the opportunity to de... the existing Health Education Department. The post-... will be directly accountable to the District Medical O... (post currently being advertised).

There is enthusiastic commitment to health educator... promotion within the Health Authority and the District H... Education Officer will be expected to take a positive... dynamic lead in developing health promotion strategy... conjunction with the District's Prevention Working Gro... The successful candidate will also be responsible for... direction and management of the Health Education Do... ment which already has well established links with a w... variety of groups and organisations both within and out... the Health Authority.

The University of Essex, which is based in Colchester, o... the potential for closer links in future developments.

Applicants interested in the post should have a backgro... in health care, education, behavioural or social sciences... be able to demonstrate previous managerial or... organisational ability.

For further information or an informal discussion, plea... contact Mrs. J. Lavender, Chief Nursing Officer, telepho... Colchester (0206) 851257, ext. 33.

Application form and job description from the District P... sonnel Department, North East Essex Health Author... District Offices, Turner Road, Colchester. Telephone... Colchester (0206) 851257, ext. 54.

Closing date for receipt of applications: 22nd October, 19...

Please quote reference D19 when applying

NORTH EAST ESSEX HEALTH AUTHORITY

Education Department

ASSISTANT EDUCATION OFFICER (SOUTHERN AREA)

Post E.180
Senior Management 3: £14,034-£15,033 per annum

Applications are invited from suitably qualified persons for the post of Assistant Education Officer (Southern Area), based at the Area Education Office in Bond Street, Ipswich.

The postholder will actively support the Principal Education Officer (Area Management) in maintaining and developing the education service within the Southern Area of the County.

This is a demanding management post. Applicants must be graduates with experience of educational administration at a responsible level who have also held a senior teaching position.

An essential car user allowance is attached to this post and generous assistance with removal expenses is available.

Application forms and further particulars are available (please send a stamped addressed envelope) from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ and should be returned by 19th October 1984. (6867)

Suffolk County Council

HAMPSHIRE

Senior Assistant Education Officer

(Resources Management and Information)

Grade: POD £18,873 - £20,025 (under review)

The post holder will play a key role in the co-ordination of financial manpower and administrative resources in the Education Service. The successful applicant will be required to contribute to the development of information systems at a policy-making level and ensure that resources generally are effectively being deployed.

It is important that candidates hold an appropriate qualification and can demonstrate highly developed managerial and administrative skills.

Previous relevant and senior experience in teaching or education administration will be an advantage.

The post is based in Winchester and generous relocation expenses are payable where appropriate.

Application form and further particulars available from the Education Personnel Unit, The Castle, Winchester. SO23 8UG., or telephone Winchester 54411 Ext. 455 quoting post number CE. 01. 400. Returnable by 26th October 1984.

Education

Careers Service

Assistant County Careers Officer

Applications are invited from candidates with extensive Careers Service experience for this senior management post with the Careers Service. The post carries responsibility for leading a team of 25 staff, together with involvement in the development of education and training initiatives for the 14-19 age group. Experience of committee work, the ability to contribute to the in-service training of Careers Service Staff and others involved in the guidance community is important.

Salary Grade PO1 (£10,242-£11,052)

Applications forms obtainable from The Personnel Officer, County Hall, Cauldwell Street, Bedford.

Closing date 17th October 1984.

THE COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER (6920)

Bedfordshire COUNTY COUNCIL

Education Department

Careers Officer

Salary: Scale 5. £7,818 to £8,523 per annum inclusive (Award pending)

A casual user car allowance is payable.

Applications are invited for the above post. The person appointed will undertake the full range of Careers Officer duties as a member of an area team. Applicants should be graduates or equivalent and hold, or expect to obtain, the Diploma in Careers Guidance. This vacancy has arisen due to the promotion of the present post holder to Area Careers Officer in a neighbouring Authority.

Application forms and further details from Recruitment Officer, Personnel Department, Town Hall, Forest Road, London E17 4JF. Tel: 01-531 6899 - (24 hour Answering Service).

Please quote Reference No.: G6316.

Closing Date 26th October. (6921)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability sex race and marital status

Waltham Forest

London Borough of Croydon

Appointment of General Inspector with specific responsibility for Craft Design and Teachnology

Applications are invited for the post of General Inspector with specific responsibility for Craft Design and Technology. Applicants should have a good Honours Degree and have held a senior post(s) in Further Education and/or Schools or have worked in the Advisory Service.

N.B. The holder of this post has been appointed as Director of the Croydon T. V. E. I. project for an initial period of two years which can be extended to five years at his choice. This appointment will therefore be for an initial period of two years.

SALARY - Soulbury Range - Head Teacher Group 10 - £18,624-£19,141. London Allowance of £646. A car allowance is payable.

Particulars and Application Forms, to be returned by Friday, 26th October 1984, may be obtained from: the Director of Education (TAS), Taberner House, Park Lane, Croydon CR9 1TP. (Tel: 688 4433, Ext. 2290).

DONCASTER LOCAL EDUCATION AUTHORITY

ASSISTANT EDUCATION OFFICER

(FURTHER AND HIGHER EDUCATION)

Salary Scale P02 (Points 45-48) - £13,305-£14,
(Pay Award pending)

Applications are invited for the post of Assistant Education Officer (Further & Higher Education) responsible to the Senior Education Officer (Secondary and Further & Higher Education) for matters relating to the management of Further & Higher Education, the Youth Service, MSC schemes and Awards and Grants.

Applicants should be graduates with good teaching experience and preferably with educational administrative experience.

Application forms and further particulars from:
The Chief Executive
2 Priory Place
Doncaster DN1 1BN

Closing date: 22 October 1984.

ADMINISTRATION - LEA continued

HAMPSHIRE
COUNTY COUNCIL
SOUTHAMPTON TECHNICAL COLLEGE
DEPUTY REGISTRAR AND FINANCE AND STAFFING OFFICER
Post No. 1002 - Grade 201 - Salary Scale £9,060 - £9,660
Pay award pending: To be responsible for the administration of all College financial and staffing aspects and to deputise for the Registrar on all matters of College Administration. Applicants for this post must be able to demonstrate a broad experience in College Administration and hold an appropriate qualification.
Required to commence as soon as possible.
Job description and application forms available from The Registrar, Southampton Technical College, St Mary Street, Southampton SO9 4WX (Tel: Southampton 333333 - Ext. 3081). Closing date for applications 19th October 1984. (433091) 480000

Careers Service

CAREERS OFFICER Ref no: EDU/SCH/01356/CO

Salary: Scale 6 £8154-£8712 (pay award pending)

Applications are invited for the post of Careers Officer in the Handicapped Leaver Unit. The successful candidate will be expected to undertake careers guidance activities in schools, special schools and other establishments in the County, interviewing pupils, producing written reports for files and summaries of guidance given.

The Handicapped Leaver Unit is based in central Bristol. Preference will be given to qualified Careers Officers and recent industrial or commercial experience or work with handicapped young people would be an advantage.

Further details and application form, returnable by 26th October 1984, from Director of Personnel (Tel. Bristol 298565 - Answfone on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE.

Avon is an equal opportunities employer.

Please quote reference number. (6826)

Education Department

Avon COUNTY COUNCIL

EDUCATION DEPARTMENT

Deputy County Education Officer

Salary: £17,129-£18,358

Candidates for this key post should be graduates with experience of teaching and a wide knowledge of the administration of education in local authorities.

Additional details and application form are available from the County Personnel Officer, County Hall, Newport. Telephone 0983 524031.

Closing Date: 19 October 1984.

Isle of Wight County Council

Education Department

CAREERS OFFICER Post E. 410

Salary: Scale 4/5: £6264-£7896 per annum

A vacancy exists for a Careers Officer at Bury St Edmunds. Candidates should be trained and qualified Careers Officers or students who have recently completed professional training, leading to the Diploma in Careers Guidance, to undertake a full range of careers service duties.

Suffolk is developing positive policies towards helping the young unemployed and all staff are required to take up a definite role within the operational plan.

The Authority undertakes to assist the career development of staff by providing an on-going programme of in-service training.

Informal enquiries about the post can be made to Mr D. Ayrton on Bury St Edmunds 63141, ext. 2180.

Application forms and further particulars are available from the Area Education Officer, Shire Hall, Bury St Edmunds, Suffolk. (Please enclose an s.a.e.)
Closing date: 19th October 1984. (6812)

Suffolk County Council

CATHOLIC EDUCATION COUNCIL FOR ENGLAND AND WALES

ADVISER ON SECONDARY EDUCATION

Applications are invited from suitably qualified practising Catholics for this post which becomes vacant on the retirement of the present holder. The post is tenable from Easter or September 1985. Salary — Burnham Group X Head.

Further details are available from the Secretary, Catholic Education Council, 41 Cromwell Road, London SW7 2DJ to whom applications should be addressed. Closing date — 29th October, 1984.

ROYAL NATIONAL INSTITUTE FOR THE BLIND

Education Advisory Service

TEACHER OF THE VISUALLY HANDICAPPED

Education adviser required to join the team of RNIB advisers, at the latest by January 1985. The adviser, who should be suitably qualified and experienced, will be based in the North West Midlands area. A car and secretarial help are provided, and a driver for a visually handicapped person, as a considerable amount of travelling is involved.

Salary on Burnham Scale 3 (s).

Further details and application form, to be returned by 19 October, from:
Director General (EO),
Royal National Institute for the Blind,
224 Great Portland Street,
London W1N 6AA.
Telephone: 01-388 1266. (6850)

NORTHAMPTONSHIRE

PROFESSIONAL ASSISTANT

Salary £9,060 - £11,052

A Professional Assistant is required, initially in the Schools field, as one of a team of six professional assistants engaged in a variety of duties relating to the work of the main branches of the Education Department - Schools, Planning and General Services, Higher and Further Education - and to the work of the Inspectorate, Advisory and Training (Teachers) Branch.

Candidates should have a good background of teaching and preferably an honours degree.

The commencing salary will be within the range of the scales for Senior Officers and Principal Officers £9,060 - £11,052 (pay award pending) according to qualifications and experience.

Interviews will be held in October 1984.

This is a vacancy which has arisen due to promotion. The appointment will be a temporary one for a period of 18 months with every possibility of it becoming permanent.

Details and application form from the County Education Officer, Ref. G/ST/VS/CS, Northampton House, Northampton NN1 2HX. Closing date 17 October 1984. (30626) 480000

HOUNSLOW

LONDON BOROUGH OF HOUNSLOW

PROFESSIONAL ASSISTANT

P.O. 2 £11,388 - £12,330 inclusive

Applications are sought from well qualified teachers or lecturers with sound and varied experience in one or more fields in the Schools Division which has responsibilities for most aspects of primary, secondary and special schools. The successful applicant will have a varied role including working on the development of governing bodies and his experience of specific assignments with other divisions. The post provides initial training and useful experience for an entrant to educational administration.

Application forms and further particulars from the Director of Education, The Civic Centre, Lampton Road, Hounslow TW3 4DN. Tel: 01-570 7732, Ext. 3165. Closing date: 15th October 1984.
An Equal Opportunity Employer. (30834) 480000

Child Care

DERBYSHIRE

HONRESFIELD GROUP OF SPECIAL SCHOOLS
CALDWELL HALL SCHOOL, Burton-on-Trent staffs.
Tel 0283 761352
HEAD OF CARE. Applications are required from suitably qualified and experienced persons for this senior post. He/she will be responsible for all aspects of care, including out of school hours programmes. An ability to lead, direct and support integrated staff teams involved in the supervision and care of children in out of school hours is needed, and he/she should be able to contribute significantly to the planned, stimulating environment.
Caldwell Hall is a residential school (56) for boys with special needs, aged 9 to 16 years.
Salary Scale 3S Burnham/Grade 1 N.J.C. according to qualifications.

ALDERWASLEY HALL SCHOOL
Matlock, Derbyshire
Tel: 062-982 2586
HOUSE CO-ORDINATOR - required for senior boys 13 to 16 years. Should have ability to co-ordinate and supervise the out of school life of approximately 24 adolescents with moderate to severe speech and communication problems. Applicant should have experience in child care.
Salary Scale Grade 3 N.J.C.
Both Alderwasley Hall and Caldwell Hall are registered under the 1981 Education Act.
Applications in writing giving CV with SAE to The Director, Honormead Alderwasley Hall, Matlock, Derbyshire. Closing date 12th October 1984. (30720) 540000

SOCIAL SERVICES

Re-advertisement

DEPUTY SUPERINTENDENT

Salary Scale: JNC Schedule 12 Group A (5-9) £9,651 - £10,770

The Grange, Hollowhead Lane, Wilpshire, Blackburn

The Grange is a Category 'B' Assessment Centre housed in a large converted Victorian house and accommodating 15 disturbed and deviant girls (aged 10-17 years) who require assessment in a structured environment. Education is provided on the premises. This establishment is a regional resource.

The person appointed will be required to participate fully in the assessment process and in the administration and management of the unit accepting full responsibility for the running of the unit in the absence of the Superintendent.

Applicants should be qualified in teaching and/or in the residential care of children and have relevant experience in this type of work.

For informal enquiries please contact the Superintendent, Mr. J. Giddins.
Telephone: Blackburn 48237.

Application forms and further details from:
Director of Social Services,
Duchy House,
96 Lancaster Road,
Preston.
Telephone: Preston 264267.
Closing date: 19th October 1984.
LANCASHIRE COUNTY COUNCIL
An Equal Opportunities employer (6862)

Cheshire

EDUCATIONAL PSYCHOLOGISTS £10,851-£14,253

1. COMMUNITY ASSESSMENT SPECIALISTS (3 POSTS)

Full-time vacancies are available in the Halton, Macclesfield and South Cheshire District teams of the County Psychological Service for fully qualified Educational Psychologists able to contribute enthusiastically to the development of a new venture in the collaborative working of the County's Social Services and Educational Departments. Applications from experienced psychologists are preferred.

As well as performing normal psychological service duties each successful applicant will spend half of his or her time as the psychologists member of a social services multi-disciplinary community assessment team. There will be six such teams in the County, providing children and families at risk with a comprehensive community based resource, enabling children wherever possible to remain in their own homes, or failing that, within their local communities. It is intended that the teams will play a key role in the development of preventative approaches.

2. EDUCATIONAL PSYCHOLOGIST - GENERAL STUDIES (1 POST)

A further full-time vacancy exists for a fully qualified Educational Psychologist, to undertake the full range of normal psychological service duties in a range of schools and other settings.

Evidence of effective experience in project work, and in-service training will be highly advantageous in applying for any of the four posts.

Informal enquiries to Malcolm Gledhill, Principal Educational Psychologist. Tel: Chester 602370.

Further particulars and application forms from the Director of Education, Cheshire County Council, County Hall, Chester. Tel: Chester 602326. Please state whether intending to apply for the general or a specialist post.
Closing date: 19th October, 1984.
All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability. (6865)

Education/School Psychological Service

Educational Psychologist

Bassetlaw/Mansfield Areas
Soulbury Main Basic Points 8-22
£9,453-£14,253 p.a.

A fully qualified Educational Psychologist is required as soon as possible for this post which is additional to the establishment to meet increased demands arising from the Education Act 1981. The post will have a part time commitment to each of the Bassetlaw and Mansfield Areas based on offices in Worksop and Mansfield. The successful candidate (male or female) will work under the general supervision of the Senior Educational Psychologist for each area and in collaboration with a team of Educational Psychologists, Peripatetic Remedial Teachers, Social Workers and Teacher Parent Counsellors.

The post carries an essential car users allowance. Relocation expenses where appropriate.

Informal enquiries to J. Grover, Principal Educational Psychologist, Tel. Nottm. (0602) 822823. Ext. 3538.

Application forms and further details are available from the Director of Education, at County Hall. Closing date 19 October. Please quote ref. A127145.

An Equal Opportunity Employer

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG

APPOINTMENT OF EXAMINERS

Applications are invited from practising teachers, in schools and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments:

GCE ORDINARY LEVEL

1985
ASSISTANT EXAMINERS
in Computer Studies English Language

GCE/CSE COMMON SYLLABUS

1985
ASSISTANT EXAMINERS
in Biology

1986
CHIEF EXAMINER
in English Literature (Re-advertisement – previous applicants need not re-apply).

1986
ASSISTANT EXAMINERS
in Craft Design and Technology Graphical Communication

1987
CHIEF EXAMINERS
in Craft and Design – Metal, Craft and Design – Wood, (Re-advertisement – previous applicants need not re-apply).

Further particulars and application forms, to be returned by 23rd October 1984, may be obtained from G. Lloyd Jones, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed Examinations. (6313)

Nottinghamshire Womens Training Scheme.

In conjunction with the European Social Fund, Nottinghamshire County Council together with Nottingham City Council and Bassetlaw District Council has established two independent companies to provide training for women over the age of 25 who are unemployed or wishing to re-enter the labour market. The two companies will each have their own Centres, one in Nottingham and the other in Worksop to serve North Nottinghamshire. The Centres will provide training in a wide range of skills relating to building, engineering and driving trades while also providing counselling, child care and employment development support.

The Companies hope to integrate the training provided in these Centres with a wide range of existing adult training and further education provision throughout Nottinghamshire, and to establish new models for the training of socially disadvantaged women.

We now require female staff with the desire and imagination to develop innovatory approaches to the training of women. A firm belief in womens' potential and capabilities, and commitment to the aims of the Centres, to collective working and to the promotion of equal opportunities for all women will be essential requirements for these posts.

The Companies are receiving designation for exemption from the Sex Discrimination Act, in order to take this positive action in training.

Centre Co-Ordinators (two posts)
£9,945-£10,539 pa (pay award pending).

The successful applicants for these key posts will need to demonstrate considerable administrative and organisational skills, combined with the ability to relate to a wide range of people including Principals of Colleges of Further Education and should ideally have experience in the teaching and education of adults. Although no specific qualifications are required, training in teaching, social work or administration will be an advantage.

Outreach Workers (five posts)
£8,154-£8,712 pa (pay award pending).

The successful applicants will need to demonstrate considerable experience of working on womens' issues within deprived communities. They will need to be able to demonstrate a good knowledge of the problems faced by women who have little or no experience of further education and who have either failed in or were failed by more traditional forms of education. Staff will be expected to work with women within their own communities with the intention of raising their employment expectations and equipping them with the basic skills and confidence to cope with more formal training. Although no specific qualifications are required training in social work or community development will be an advantage. One post will be specifically for work with women from Afro-Caribbean communities.

Initial funding for the two companies will be from October 1984 to March 1987, and therefore contracts will be on a fixed term basis with notice provisions to allow the contract to be terminated by either party before it is due to end.

Successful applicants for all posts will be required to drive the Centre Minibus and tests will be arranged as part of the selection process. There will also be a requirement for staff to have access to their own cars and car allowances will be payable.

Application forms and further details can be obtained from Clerk of the County Council, Nottinghamshire County Council, County Hall, West Bridgford, Nottingham, NG2 7QP. Closing date: October 19 1984.

nwts

Examiners

INSTITUTE OF LINGUISTS EDUCATIONAL TRUST
MODERATOR FOR MINOR LANGUAGES

Applications are invited for two posts of Moderator for the Institute's examinations in less commonly taught and minority community languages. Moderation is carried out using English versions, and each Moderator will be expected to handle a range of languages.

Suitable applicants may be involved in minority language teaching, or in EFL/ESL work or in other areas. The posts require clear understanding of the issues involved in language examining, with particular reference to minor and minority-community languages.

The Moderators will be required to devote 2 or 3 days per week in the period January-April, and be available for consultation at other times.

Full details from the Secretary, The Institute of Linguists Educational Trust, 24a Highbury Grove, London N5 2EA. Closing date for applications 26 October. (30805) 600000

THE ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD
CERTIFICATE FOR VOCATIONAL TUTORS PREPARATION TUTORS

APPOINTMENT OF ASSESSORS

Applications are invited from experienced staff trainers to act as assessors to the growing network of centres providing the above certificate. Assessors should have experience of operating vocational preparation programmes and/or contributing to staff development within pre-vocational education.

Further details and an application form may be obtained from: Gillian M. King, Royal Society of Arts Examinations Board, John Adam Street, Adelphi, London WC2N 6EZ. Tel: 01-839 2366, Ext. 210. (38663) 600000

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts:

MODERATORS (For the 1985 series of examinations)

Geography, Economics, English, Social Studies.

ADDITIONAL EXAMINER (for the 1985 series of examinations)

Bengali

VISITING ASSESSOR (For the 1985 series of examinations)

Art, Design and Crafts - Must be resident within 40 miles of Charing Cross.

CHIEF EXAMINER (For the 1986/CSE series of examinations)

Child Development - must be resident within 40 miles of Charing Cross.

Application forms and further details may be obtained upon application to: The Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London W18 4LF, to whom completed applications should be returned NO LATER THAN FRIDAY, 19 OCTOBER 1984. (38533) 600000

Ancillary Services

STAFFORDSHIRE

SENIOR RESIDENT MATRON
Required at Lichfield Cathedral School, Staffordshire from January 1985.
Full details from: The Head Master. Tel: (05433) 23356. (38433) 640000

SUSSEX

THE PREBENDAL SCHOOL
Chichester

Vacancy in January 1985 a Resident Senior Matron to supervise 35 boarders (17 boys and 8 girls) in this Cathedral Choir School. Candidates should have a nursing qualification or previous experience. Salary by negotiation.

Apply the Head Master, the Prebendal School, 53 West Street, Chichester, Sussex PO19 1RT, from whom further particulars may be obtained. (38465) 640000

ESSEX

The Fitness Workshop operate a number of modern unisex health clubs. Each is full equipped with gymnasium, exercise studios, saunas, spas, solarium, lounge, bar and shop. There are now three 'Workshops' with two further centres already planned to open during the next twelve months.

IMMEDIATE opportunities exist for qualified physical education graduates to supervise the gymnasium and to work in the centre at Pitsea in Essex. These appointees include the opportunity to train for future management positions with the group.

Anyone interested should send a current C.V. together with details of availability and telephone number to: David Shute, The Fitness Workshop, 24 Monsham Avenue, Purley, Surrey CR2 3BA. Tel: 01-668 1204 Saturday and Sunday or 0268 554159. (43362) 660000

Miscellaneous

DORSET

INSTRUMENTAL MUSIC SERVICE

Applications are invited for the full-time post of PERIPATETIC BRASS TEACHER (main instrument trumpet), based in East Dorset, from 8 April 1985 or earlier.

The successful candidate will belong to a team headed by a senior instrumental Teacher. Duties will include tuition on all valve brass instruments in the Authority's Schools, with some recital work. Group tuition methods are essential. The ability to teach the trombone will be an advantage.

Salary will be Burnham Scale 1 or scale 2, depending upon qualifications and experience.

A car is essential.

Post application form returnable by 18th October and further details send SAE to the Staffing Officer, Education Department, Portman House, Richmond Hill, Bournemouth, Dorset. (30647) 660000

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES HORTICULTURAL INSTRUCTOR
ADULT TRAINING CENTRE
£6,110 - £7,445(Scale [illegible] incl.
Are you interested in a challenging and rewarding job with mentally handicapped people?
If so you the right patience and understanding to encourage our clients to achieve as much as their handicaps allow?
We seek an enthusiastic person with a genuine interest in horticulture to develop and expand the existing horticultural training programme. Experience in the field and a relevant horticultural qualification to City and Guilds standard or equivalent is essential.
Application forms and further details from the Centre Manager, Mrs. Jean Foster at the above address. Tel: 01-549 0911.
Closing date: 19 October 1984. (30413) 660000

KNOWSLEY

MUSIC TEAM

Required as soon as possible.

Two part-time instrumental teachers to work on an hourly basis.

(1) Brass teacher to work five hours per week.

(2) Woodwind teacher if possible a specialist Oboe and Bassoon, 10 hours per week.

A teaching qualification is desirable but not absolutely essential.

Application forms available by sending s.a.e. to the Senior Education Officer, Music Office, Kenyon Road, Huyton, Merseyside L36 5YH to whom completed forms should be returned by 19th October 1984. (30234)

ESSEX

ESSEX COUNTY COUNCIL
Applications are invited for the post of Assistant Director of Education (Further Education) in the Chelmsford Division.
The post is available from 1st January 1985 or as soon as possible thereafter.
Further particulars and application forms may be obtained from the Chief Education Officer, Education Department, PO Box 47, County Hall, Chelmsford CM1 1LX. Tel: 0245 492211 Ext. 2211.
Closing date for receipt of applications: 26th October 1984. (30822) 660000

DORSET

INSTRUMENTAL MUSIC SERVICE

Applications are invited for the full-time post of PERIPATETIC BRASS TEACHER (main instrument trumpet), based in East Dorset, from 8 April 1985 or earlier.

The successful candidate will belong to a team headed by a senior instrumental Teacher. Duties will include tuition on all valve brass instruments in the Authority's Schools, with some recital work. Group tuition methods are essential. The ability to teach the trombone will be an advantage.

Salary will be Burnham Scale 1 or scale 2, depending upon qualifications and experience.

A car is essential.

Post application form returnable by 18th October and further details send SAE to the Staffing Officer, Education Department, Portman House, Richmond Hill, Bournemouth, Dorset. (30647) 660000

THE UNITED SOCIETY FOR THE PROPAGATION OF THE GOSPEL

Schools' and Children's Work Officer

In the context of its work as an agent for mission within the Anglican Communion the Society sees its role as helping to provide an international dimension to children in the church, and offering resources for the development of children in a multi-cultural multi-racial society.

We are seeking a successor to the Rev'd Sandy Borthwick as our Schools' and Children's Work Officer. There are three aspects to the work:

- to advise and liaise with others in the same field
- to participate with others in training activities for adults involved in the nurture of children
- to produce USPG material for 8 to 13-year-olds.

The exact nature of the job will be further negotiated with the successful candidate over the initial few months to arrive at a creative combination of the requirements of the post and the talents of the appointee. We would hope for:

- an understanding of the issues in multi-cultural education and a concern for the development of children within our multi-racial society
- an ability to assist in providing an international dimension to work among children in the Church
- a generator of ideas, able to work in a team.

Preferably a trained teacher and 30/40. Able to drive and, as this is a national job, be able to be highly mobile.

Salary within the range of £7,600-£8,600 p.a. with annual reviews: society car: 4½ weeks' holiday; help with housing and re-location if necessary; good sick pay; non-contributory pension for lay appointee: season ticket within limits. Location at present in Westminster.

A 5-7 year term appointment is envisaged.

Write for application form within ten days to Secretary for Staffing, USPG, 15 Tufton Street, London SW1P 3QQ.

An equal opportunities employer

GENERAL SYNOD OF THE CHURCH OF ENGLAND BOARD FOR MISSION AND UNITY

Invites Anglican applicants for the post of

Assistant Home Secretary

To begin work in January 1985, or as soon as possible thereafter.

The Assistant Home Secretary is a member of the executive staff of the Board for Mission and Unity and is responsible to the Home Secretary (Canon Derek Palmer). The successful candidate will be required to travel widely in England and to help in maintaining links with Diocesan Councils for Mission and Unity and their officers. A particular expertise in relations with people of other faiths, in evangelism, and/or in new religious movements would be an advantage. The post is open to a clergyman, deaconess or theologically trained lay man or woman, preferably aged between about 25 and 35.

The post is graded Higher Executive Officer on an incremental scale £8,793-£12,029 including London Weighting.

Closing date for applications: 2nd November, 1984.
Interviews will be held in London: 23rd November, 1984.

Further details of the post together with the job specification may be obtained from:

Miss Anne Holt, Personnel Officer,
Dean's Yard, Westminster, London SW1P 3NZ.
Tel: (01) 222 6011 Ext. 351

PHAB
PHYSICALLY HANDICAPPED AND ABLE BODIED

REGIONAL DIRECTOR

(Midlands)

PHAB, the organisation which promotes the integration of the physically disabled into the community, requires a Regional Director for the Midlands. Applicants should have previous experience in youth and/or social work at a managerial/supervisory level. Those in industry/commerce with an interest in youth/social work are encouraged to apply. Knowledge of PHAB would be an advantage but is not essential.

Salary based on NJC (SO) scale, £9,060 to £10,539, starting point according to experience. The post will be located in Birmingham.

Further details from PHAB (RD), Tavistock House North, Tavistock Square, London WC1H 9HX.

Closing date for applications: 26 October.

MICROELECTRONICS EDUCATION PROGRAMME

DEPUTY DIRECTOR (CD)

Applications are invited for the above post at the national directorate based in Newcastle upon Tyne. The responsibilities of this post is for Curriculum Development, the main requirement being to provide a strong central point from which to provide the direction necessary to ensure that curriculum materials, including software, are developed to meet national identified needs.

Responsibilities include determining the direction of software development, assessing bids for curriculum development funding, overseeing national development centres, overseeing quality control, publishing and dissemination, contributing to teacher training.

Teaching experience and experience of curriculum development, especially at a national level are essential. Experience in educational evaluation and teacher training would be an advantage.

Employment will be for a fixed term ending on 31 March 1986. Secondment from an existing post will be considered. Commencing salary £13,143 (pay review pending).

Further information from: The Office Manager, Council for Educational Technology, 3 Devonshire Street, London W1N 2BA.

CLOSING DATE FOR APPLICATIONS: 19 OCTOBER 1984.

MISCELLANEOUS continued

LONDON

INSTITUTE OF LINGUISTS EDUCATIONAL TRUST
EXAMINATIONS RESEARCH ASSISTANT
Applications are invited from persons suitably qualified to carry out research in the Institute's examinations development project. The post is for 1 year in the first instance, with the possibility of renewal during the extension of the project.
Applicants should have a good degree in modern languages, and should be well acquainted with the range of language examinations in the UK. A qualification in Applied Linguistics is desirable though not essential, as is experience in language testing involvement in public examining in languages would be an additional asset.
Salary on the universities Research Assistant scale, from £6,310 (under review). The appointee would be expected to start as soon as possible, in any case no later than 1 January 1985.
Further particulars available from the Secretary, The Institute of Linguists Educational Trust, 24a Highbury Grove, London N5 2EA. Closing date for applications 26 October. (30804) 660000

MANCHESTER

CITY OF MANCHESTER EDUCATION DEPARTMENT
CENTRAL AREA OF COMMUNITY EDUCATION
The following post is available from January 1985 in the MANCHESTER ACCESS UNIT.
LECTURER 2, STUDENT COUNSELLOR/HUMANITIES/SCIENCE & TUTOR
The Unit runs one full-time course which prepares mature students from African, Caribbean and similar groups for entry to Higher Education courses plus a 30 hour FOUNDATION COURSE at a slightly lower level. All courses focus on teaching Study Skills through interdisciplinary course programmes.
The Counsellor will develop expertise in solving common difficulties and offer counselling support to students. Ability to make some contribution to the teaching programmes of the Unit in the areas of Arts/Humanities or Social Sciences.
The Unit is committed to close liaison with African, Caribbean, Asian and similar communities in Manchester. Candidates MUST be able to demonstrate sensitivity to and knowledge of the particular strengths and needs of those communities.
Application forms and details from the Senior Administrative Officer, Central Area of Community Education, 5 Anson Road, Victoria Park, Manchester M14 5BY. Closing date 19 October, 1984.
AN EQUAL OPPORTUNITY EMPLOYER. (30929) 660000

NEWHAM

LONDON BOROUGH OF NEWHAM
NEWHAM COLLEGE OF FURTHER EDUCATION
Stratford Broadway, London E15 2BP
Tel: 01-534 4981
Required: JANUARY 1985
PART-TIME TEACHER OF MATHEMATICS
Applications are invited from suitably qualified teachers for posts from January 1985. The successful candidate will join a team of 28 part-time teachers working with individuals and small groups of pupils in city schools. Salary on Burnham Scale 1 for the part-time posts. Suitably qualified and experienced candidates for the full-time post.
A casual user car allowance is attached to each post.
Application forms are obtainable from and returnable to the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU by Monday, 15th October, 1984. (30600) 660000

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
FULL-TIME PERIPATETIC TEACHER OF BRASS
PART-TIME PERIPATETIC TEACHER OF BRASS
PART-TIME PERIPATETIC TEACHER OF WOODWIND
Applications are invited from suitably qualified teachers for posts from January 1985. The successful candidates will join a team of 28 instrumental teachers working with individuals and small groups of pupils in city schools. Salary on Burnham Scale 1 for the part-time posts. Scale 1 or Scale 2 for a suitably qualified and experienced candidate for the full-time post.
A casual user car allowance is attached to each post.
Application forms are obtainable from and returnable to the Director of Education, City Education Department, Civic Centre, Newcastle upon Tyne, NE1 8PU by Monday, 15th October, 1984. (30600) 660000

NEWHAM

LONDON BOROUGH OF NEWHAM
NEWHAM TRAINING CENTRE AT RADDO
Cranbrook Road, London E13
TEACHERS FOR HOME TUITION Scale 3
Required: JANUARY 1985 2 teachers are required to join the Home Tuition Service for children who are absent from school for other than medical reasons.
LONDON ALLOWANCE
Application forms (s.a.e. please) available from Director, to whom completed forms should be returned by 12.10.84.
DIRECTOR OF EDUCATION for Education Offices, 370/372 High Street, Stratford, London E15 4BD.
An equal opportunity employer. (30760) 660000

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
ASSISTANT DIRECTOR (EXTENSION SERVICES)
Salary Principal Scale 6 - £6,264 - £8,712
Responsible for around £7,896 subject to the obtainment of the Diploma
Candidates should possess a degree and have some experience in museums or teaching. He/she will be involved in developing arts/historical work with school parties and with holiday activities, in the administration of the trams service to schools and in the arrangement and circulation of temporary exhibitions. A major responsibility of the person appointed will be the organisation of special events, in particular the annual Craftsmen's Fair at the Abbeydale Industrial Hamlet. An interest in the crafts, and in folk traditions would therefore be an advantage.
Further details and application form from The Director, Sheffield City Museums, Weston Park, Sheffield S10 2TP. Tel: 0742 27626, Ext. 26.
It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (30973) 660000

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
WARDEN OF THE WESTBOURNE TEACHERS' CENTRE
(Burnham Teacher Scale 4 - £9,201 - £12,363)
Westbourne is the second of the Authority's non-residential Teachers' Centres and provides the main base for the in-service programme for Primary Education. The post of Warden becomes vacant with the retirement of the present incumbent, Mr. Don Foster at the end of the Autumn Term.
Applications are invited from suitably experienced teachers for the appointment from 1st January, 1985.
Further details and application forms from the Teachers Division, Sheffield Education Department, PO Box 67, Leopold Street, Sheffield S1 1RJ to whom they should be returned by 19th October. (30978) 660000

SURREY

Organist/Choirmaster required. Good choir. Variety of services and music - flexible attitude essential. Fee negotiable. Write Vicar, Parish Wisley with Pyrford Pyrford, Woking. (30878) 660000

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DAY CAMP CO-ORDINATOR. North-Anglia wishes to recruit a person to assist in the development of summer camping projects for 5 - 16 years in the North of England. The successful candidate must have relevant experience in the field preferably State Certificated. Enthusiasm for and creative ideas in this field are essential qualities. Clean driving licence. Salary in the range £7,210-£8,000 according to qualifications and experience. Send for full details to: Peter Lunn, North-Anglia International, 45 Fox Lane, Manchester 20. (43107) 680000

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Bryn-on-Brecon
School Adventure Courses for 14 - 18 year olds and VIth Forms from £67.
Prices for further details - contact Hotel Manager, Rhondda Tourist Information Centre, Pentrafan, Swansea Valley, SA9 1GG. Tel (0639) 730737, 730560 680000

THE ITEC CONSULTANCY UNIT
require a.s.a.p. a

COMPUTING ADVISER

to join their curriculum development team.

The unit is undertaking a project to coordinate and develop training modules in IT for trainees in ITeCs using Viewdata as the communication/dissemination medium.

The Computing Adviser will be responsible for writing, evaluating, and editing course modules, involving the following aspects of IT:-
Programming Languages
Operating Systems
Viewdata
Graphics
Software Packages
New developments

The successful applicant will have had wide experience in computing, and will have an interest in education in IT.
S/he will be expected to undertake a certain amount of travelling to ITeCs within the U.K., and possibly to EEC member countries.
This is a challenging post involving a major development in the use of IT as an educational medium.

Applications should be in writing with a full c.v. not later than October 17th 1984, to Oleh Liber, ITCU, 189 Preston Rd., London W10 6TH.

SALARY UP TO £12,500 ACCORDING TO AGE AND EXPERIENCE.
Women and members of ethnic minorities are encouraged to apply. (6823)

COVENTRY CITY COUNCIL

OUTDOOR EDUCATION CENTRE,
Plas Dol-y-Moch, Maentwrog, Gwynedd LL41 3YT

Temorary Scale 1 Teacher for OUTDOOR PURSUITS

required for Spring Term 1985. Applicants should be proficient and experienced in all mountain activities in winter conditions.

Free board and lodging (single accommodation only available) in exchange for residential duties, though residency is not a requirement.

Telephone Head of Centre, Mr. J. Bromley, Ffestiniog 2623 for further details. Apply by letter together with full curriculum vitae, and names and addresses of two educational referees one of whom should be present/last Head Teacher, to the Head of Centre within 14 days of appearance of advertisement. Enclose S.A.E. if acknowledgement required. Canvassing disqualifies.

(6910)

an equal opportunity employer

DIOCESE OF LIVERPOOL

Applications are invited for the important post of

DIRECTOR OF EDUCATION

On this occasion applicants are requested from those in Holy Orders.

The Job Description and Application Form can be obtained from: The Chaplain to the Bishop of Liverpool, The Reverend Bob Wilkes, Church House, 1 Hanover Street, Liverpool L1 3DW.

Closing date: Wednesday, October 17, 1984

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Prices from £65

for further details
Sealyham Activity Centre
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Dyfed SA62 5NF
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Bring your teaching skills to the world of microcomputers

Educational software is a rapidly expanding market and we are committed to giving high quality support to the BBC microcomputer, the most widely used machine in schools.

We wish to recruit a qualified primary or secondary teacher who has sound practical experience of the use of computers in education to work exclusively on the publication of educational software.

The duties of Educational Software Adviser will include:-

- * Evaluating educational software.
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- * Assisting in all aspects of publishing software packages.
- * Identifying new opportunities.
- * Attending exhibitions and conferences.

You must have a detailed knowledge of the software currently available to schools and a clear perception of the future possibilities.

The position is based at our superb new offices in Cambridge and will command a salary in region of £10,000 p.a. and an attractive range of benefits including relocation expenses where appropriate.

Please send your c.v. to our consultant, John Faith, Cambridge Recruitment Consultants, 1a Rose Crescent, Cambridge CB2 3LL or telephone Cambridge (0223) 311316 for an application form quoting reference EA/AS.

This position is open to both men and women.

ACORNSOFT

OUTDOOR EDUCATION
continued

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MIDDLE SCHOOL/PRIMARY SCHOOL SPECIAL OFFER Monday to Friday full board adventure course £45 per person.
Qualified/experience staff. Arrangements for self-programming/self-catering available.
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Management International
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Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.

For details, write to: ITTC, 674 Wimborne Road, Bournemouth or Tel: (0898) 525537 (00162) 760000

NOTTINGHAMSHIRE
COUNTY COUNCIL

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Ealing
London Borough
EDUCATION SERVICE

Multi-Cultural Support Service

TEACHERS, SCALE 1/2

Applications are invited for full of part-time posts, based in first, middle and high schools, from qualified teachers with experience and commitment in any of the following fields:

Support for pupils learning English as a second language.

Support for colleagues in responding to linguistic and cultural diversity in main stream classrooms.

Applications from teachers who share the cultural perspectives of the pupils are particularly welcome.

£987 London Weighting.

Application forms (sae) from: Chief Education Officer, London Borough of Ealing, Hadley House, 79–81 Uxbridge Road W5 5SU, to be returned by 19th October, 1984.

(6938)

English as a Second Language

NEWHAM

LONDON BOROUGH OF NEWHAM
TEMPORARY PERIPATETIC TEACHER OF E.S.L. Scale 1
Required: As SOON AS POSSIBLE. Experienced infant Teacher with a knowledge of E.S.L. and/or Language development required to cover 6 maternity leave starting in September.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 16TH OCTOBER 1984.
DIRECTOR OF EDUCATION, Education Offices, 3/5/7 385 High Street, Stratford, E15 4RB.
An equal opportunity employer. (07367) 710000

Appointments Wanted

HEADMASTER Single, 50 plus. Very experienced. Seeks post. Available immediately. Running school and business side. Boys and girls. R.S. Brook, Monkseaton Grammar School, Holywell Avenue, Whitley Bay. (38613) 750000

Public Notices

UNIVERSITY OF LONDON

GOLDSMITH'S COLLEGE

The attention of VI formers, FE students and their advisers is drawn to the fact that, following approval by the University of London of extensions to the College's B.Sc. curriculum, the correct codes for UCCA applications are:-

Mathematical Studies G140. Mathematics & Statistics GC14, and not as printed in the College's current Prospectus. (30451) 740000

Education Courses

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CHRISTMAS EXPERIENCE IN NUREMBERG
Stay with German families. Departing 21st or 27th December for young people 14 - 22 years. Small groups of individuals. £316 by rail inclusive of visits, typical Christmas fare and celebrations.
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Sunday course under the Auspices of Institute of Curative Hypnotherapists. Therapy Training College, Balaclave Road, Birmingham 14. Tel: 021-444 5435. (38665) 760000

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The Course Objective:

To give you a practical and thorough introduction to the Teaching of English as a Foreign Language in one week.

Next course begins 5th November.

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R.S.A. PREPARATORY COURSE IN E.F.L.

PART TIME (EVES.) JAN. - MAY 1985

Also INTRODUCTORY COURSE IN TEFL. Due week full time. Nov. 12 - Nov. 16.

Information & application forms Marble Arch Intensive English, 61 Sun St., W2. Tel: 402-9575. (38578) 760000

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For full details send A4 size SAE to: TEFL Dept., Linguarama Ltd., New Oxford House, 16 Waterloo Street, Birmingham B2 5UG. (03633) 760000

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TEACHERS OF MODERN LANGUAGES

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Information and application forms from:

Teacher Exchange Department - Courses Section (TES) 11, Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (09879) 760000

Trinity all Saints College Teacher Fellowships in Spanish please see Displayed advertisement on page 19.

Tuition

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POLYTECHNIC OF THE SOUTH BANK

Conferences

Howard League Scene in EDUCATION YOUTH LAW 'Schools and Police–Partners or Adversaries?' Westminster Cathedral Conference Hall Wed – 10th Oct – 2pm Michael Mansfield, Chairman of the Howard League Tickets £3.00 Students £2.00 Refreshments FULL DETAILS FROM THE HOWARD LEAGUE

West London Institute of Higher Education

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Day Conferences
(10 am-4 pm)
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Wednesday, 17 October 1984
Progression through Play in the First School (Rosemary Peacock, Institute)
Tuesday, 13 November 1984
Developing Professional Skills (Professor E C Wragg, University of Exeter)
Friday, 8 February 1985
Microcomputers in the Primary School (Tony Solomonides, West London Institute)
Monday, 18 February 1985
Community Education (David Hargreaves, ILEA)
Wednesday, 12 March 1985
Towards a Problem-solving Mathematics Curriculum (Bob Jaffer, Hatfield Institute)
Tuesday, 4 June 1985

Short Courses
Reading, Writing and Imaging in RE (Reymond Holley)
Wednesday, 10 October 1984 (2pm-7pm)
The New RE: Implementing Recent Agreed Syllabuses
Tuesday-Thursday, 16-18 October 1984 (10am-4pm)
Women and Home, School and Community in Five Religions
Thursdays, 8, 15, 22 and 29 November and 6 December

Other Courses	:	3 years Part-time
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DPSE Special Educational Needs	or	2 years Part-time
	:	1 or 2 years Part-time
Diploma in Mathematical Education	:	2 years Part-time
Certificate in Adult Education	:	
DES Supplementary Course 7167	:	1 term Full-time
Religious and Moral Education:	:	September-December
Schoolteacher Fellowships (DES-approved) in Education or Religious Education	:	1 term Full-time

Applications to: Senior Admissions Officer West London Institute of Higher Education 300, St Margaret's Road Twickenham TW1 1PT

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